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Illinois School Boards That Hired Female Superintendents in 1994: Preferences, Characteristics, Practices, and Influences

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ILLINOIS SCHOOL BOARDS THAT HIRED FEMALE SUPERINTENDENTS
IN 1994: PREFERENCES, CHARACTERISTICS, AND INFLUENCES

The purpose of this study was to analyze preferences, characteristics, and practices of Illinois school boards that hired female superintendents during 1994 and compare them to Illinois school boards from the same regions of the state that hired male superintendents during the same year. Data were collected through surveys completed by the board president. The sample size consisted of 80 board presidents. Data collected from the survey were analyzed for correlation of survey item to the gender of the superintendent hired. Where significant correlation occurred, Chi-square tests were performed to distinguish between which levels of the related item the gender differences were occurring.

The results for the total sample indicated that boards who hired male and female superintendents were significantly different in four of the five survey areas: Current Superintendent Information, Selection of the Current Superintendent, Board Member Information, and Community Information.

Results of this study indicated that male superintendent's had served as school principals significantly more than female superintendents and female superintendents were listed more frequently as having served as classroom teachers. Also, board members indicated that those who hired female superintendents tended to include women in the final rounds more

often than in districts that hired male superintendents. Boards of male superintendents held proportionally more bachelors degrees and worked significantly more as managers and executives compared to boards that hired female superintendents. Spouses of school board members who hired male superintendents proportionally worked more in sales than did their female hiring counterparts. Occupations of spouses of board members who hired female superintendents were listed significantly more often as "other." Boards that hired female superintendents tended to have proportionately more females as administrators and as professional staff compared to school districts lead by male superintendents.

This study indicated that the playing field in school administration became more level, or at least had fewer cliffs in 1994 in Illinois. Unlike previous research, this study indicated that women were hired for substantially the same reasons as men and were paid a similar salary.

LOYOLA UNIVERSITY CHICAGO

ILLINOIS SCHOOL BOARDS

THAT HIRED FEMALE SUPERINTENDENTS IN 1994:

PREFERENCES, CHARACTERISTICS, PRACTICES, AND INFLUENCES

A DISSERTATION SUBMITTED TO

THE FACULTY OF THE SCHOOL OF EDUCATION

IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY

SANDRA L. MARTIN

CHICAGO, ILLINOIS

JANUARY 1996

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Finally, I could not have completed this work without the love and support of my husband Richard and my family. They all deserve recognition for their patience, faith, and encouragement through this arduous and rewarding endeavor.

VITA

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During her teaching career, she taught at Joliet West High School, Bolingbrook High School, Lockport Township High School, and Leyden High School. From 1987 until 1989, she served as English Department Chair at Lockport Township High School, and from 1989 until 1993 she served as English Department Chair at Leyden High Schools. In 1992, she entered the doctoral program at Loyola University in the College of Education in Educational Leadership and Policy Studies. In 1993, she was named Director of Instruction at Leyden High Schools, where she currently serves in this position in Franklin Park, Illinois.

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CHAPTER I

INTRODUCTION

Purpose of the Study

In 1994 more women served as Illinois public school superintendents than any prior year. According to the Illinois Association of School Administrators, 83 women served as superintendents during this year. Of these 83, a record 40 women were hired in 1994 alone. A total of 127 men were hired as superintendents during the same year. Why were so many women hired in 1994, nearly 25 percent, compared to other years? Perhaps the answer to this question rests with the school boards who hired them.

The purpose of this dissertation is to analyze preferences, characteristics, practices of, as well as the influences on, Illinois school boards that hired female superintendents during 1994 and compare them to Illinois school boards from the same regions of the state that hired male superintendents during the same year. Data was collected through surveys completed by the board president or a board member who served during the time the current superintendent was hired. The sample size consisted of 80 board presidents.

Information gleaned from this research provides insights to the preferences of Illinois school boards in the hiring process during 1994 and

may provide female administrators with additional information to assist them in preparing for and securing a superintendency. The analysis of data allows Illinois school boards to learn more about their employment practices and preferences. Such information may promote sensitivity to hiring equity in the top positions in Illinois schools.

Several other factors prompted this research:

1. According to the American Association of School Administrators, women in the superintendency do not reflect their majority status among professional educators in the nation's schools (Glass, 1992).
2. Nationally, women occupy 6.6 percent of the 15,000 school superintendencies (Glass, 1992).
3. In Illinois, women have moved from the national average of 6.6 percent of the superintendencies in 1993 to 8.5 percent of the state's chief executive positions in 1994 (IASA, 1994).
4. Only one research study has been conducted nationally concerning the relationship of school boards to the hiring of female superintendents.
5. Leadership styles of the 1990s favor a more collaborative style often used by women.
6. While making progress in other areas of school leadership, women have hit a "glass ceiling" when attempting to join the ranks of top school officials.
7. The feminist movement of the 1960s and 1970s provided the

backdrop for young girls who are now middle-aged women seeking the superintendency.

8. Between 1964 and 1984, the number of women earning doctorates in educational administration increased from 13 percent of the total granted to 47 percent (Marshall, 1984).
9. The American school superintendency is still largely controlled by white, anglo-saxon Protestant married men (Glass, 1992).

Many dissertations have been written and much research has been conducted regarding the effectiveness of women in school leadership and the characteristics of effective superintendents, mostly male superintendents. More recent studies have been done concerning the reasons school boards gave for hiring a female superintendent. In a study conducted by Linda Wesson and Marilyn Grady, they concluded that, "women superintendents have been hired to be change agents and consensus builders, and both urban and rural superintendents are finding a lot of success in their jobs." With a rapid increase in female superintendents in Illinois rising from 33 in 1992 to an all-time high of 83 in 1994, little analysis has been done concerning the school boards who hired them. This study directly compared and analyzed boards that hired female superintendents and selected Illinois boards that hired male superintendents in terms of board members' personal characteristics, district and community issues, demographics, and politics. Comparisons were also made about the characteristics of the present superintendent and the previous superintendent.

The most significant and recent research done concerning school boards' hiring superintendents, especially females, was conducted in 1991 by Dr. Margaret Diane Marietti. In this study, the researcher surveyed 114 school boards in 19 western states. Dr. Marietti's dissertation, completed in 1992 at Arizona State University, concluded that school boards that hire women are generally better educated, occupy higher status jobs, and earn higher incomes than their male-hiring school board counterparts. Also, while male majority boards hire the most female superintendents, on a percentage basis, female majority boards do so more often.

The sample for this study was derived by identifying all female superintendents, 40 total, hired in 1994 and matching an equal number of male superintendents hired during the same year. The superintendents were matched regionally utilizing the 21 Illinois Association of School Administrators (IASA)/Illinois School Board Association (ISBA) region boundaries. The school board presidents who hired these superintendents became the sample for this study. The sample was matched regionally rather than including all superintendents hired during 1994 to control for demographic, political, social, and economic differences across the state. The target population were located in 19 regions. See Illustration 1 found on page 43. A superintendent from suburban Chicago will face different challenges than a superintendent from rural Effingham county.

The survey instrument was developed by adapting the instrument used in the only similar study of this type. Dr. Margaret Marietti granted

permission to use and adapt the instrument developed at Arizona State University (See Appendix A). From her experience, Dr. Marietti recommended that open-ended questions be replaced with forced-choice questions. The instrument was further refined with input from practicing administrators, professors, school board members, representatives from IASA and IASB, and Dr. Marietti.

The Illinois Association of School Boards supported the research by providing a cover letter for the survey on the organization's letterhead (See Appendix B). School board presidents receiving the letter and survey were assured that their responses would be strictly confidential. Great care has been taken in the collection and analysis of the data for this study to protect the anonymity of the respondents and their school districts.

Definition of the Terms

For use in this dissertation, *school board presidents*, refers to Illinois school board presidents who served in the position at the time the superintendent was hired in 1994. The term *superintendent* refers to the chief school officer of the Illinois public school, and may, in fact, be the only administrator in the district. The term *previous superintendent* refers to the person who held the position of chief school officer immediately prior to the person referred to as the superintendent. The *community* refers to the cities, towns, villages, and unincorporated areas that comprise the school district. The *region* is defined by the Illinois Association of School Administrators

and Illinois Association of School Boards' regions which share contiguous boundaries. There were 21 Illinois regions at the time of this study. Each female superintendent hired in 1994 was matched to a male superintendent from the same region hired in 1994.

Hypotheses

This study assumed the following null hypotheses:

1. There will be no significant difference between the boards that hired male and female superintendents and current superintendent information, as measured by the Superintendent Study Survey.
2. There will be no significant difference between the boards that hired male and female superintendents and selection process of the current superintendent, as measured by the Superintendent Study Survey.
3. There will be no significant difference between the boards that hired male and female superintendents and previous superintendent information, as measured by the Superintendent Study Survey.
4. There will be no significant difference between the boards that hired male and female superintendents and board member information, as measured by the Superintendent Study Survey.
5. There will be no significant difference between the boards that hired male and female superintendents and community information, as measured by the Superintendent Study Survey.

Superintendency information consisted of length of service in the present position, qualifications, compensation, age, ethnic background, gender, prior experience, and basis for employment. Selection of the current superintendent elicited information concerning consultants involved in the search, scope of the search, number of candidates in the final round of interviews by gender, influence of various constituencies, important issues facing the board at the time of hiring, and the final vote, by gender of board members, for the selected candidate. Previous superintendent information included gender, age, race, educational background, tenure in the position, previous experience, reasons for the departure from the district, strengths and weaknesses.

Board member information specified number of members, gender, race, age, educational background, marital status, employment of board members and spouses, children currently attending district schools, income level of board members, and their length of service for each member of the board. Community information included the percent of instructional staff and administrators by gender, the change in gender among professional staff during the past two years, the number of neighboring districts (regionally) with female superintendents, the influence of women in the community, the political perspective of the board and community, and district and community type.

Significance of the Study

This study may provide some insight into the hiring practices of Illinois school boards during 1994, and may promote further sensitivity to the under-representation of women in the Illinois superintendency. As noted in the American Association of School Administrators (AASA) 1992 study of the superintendency, some small federal grant programs and state initiatives have targeted the identification, training, and placing of minorities and women in the school superintendencies across the nation. Yet, more needs to be done in this area. The organization identified the under-representation of women and minorities as one of the greatest challenges facing AASA in the 1990s. Furthermore, this dissertation should promote awareness among educators seeking such positions.

Specifically, this study is designed to provide valuable insight and information to:

1. School boards, state associations, and consultants who hire superintendents so that sexual bias may be addressed and dismissed, allowing candidates for the superintendency to compete solely on the basis of merit, not gender.
2. Educators who seek the superintendent's position so that they may be better equipped to address preferences and expectations of school boards.

3. University professors and mentors of aspiring candidates who may expand the role of formal and informal education to include the perceived preferences of Illinois school boards in 1994.

Limitations of the Study

While the study elicits background information about the superintendents hired, the hiring process, the previous superintendent, the board at the time of hiring, and the community demographics, the study does not attempt to analyze the unique characteristics that may have contributed to the candidate's selection. No qualitative inquiry has been conducted to explain how the candidate hired differed from others interviewed for the position. The study was limited to candidates hired during the one year period of 1994 to attempt, to some extent, to control for the political, social, and economic climate of the state and the nation. The study was limited to Illinois, as neighboring states differ in their educational delivery systems which may impact the hiring of superintendents.

Also, the study recognizes that the Illinois Early Retirement Incentive (5 + 5) contributed to the availability of positions in 1994. The study does not attempt to analyze the impact of the retirement incentive on the availability of qualified male and female candidates and how this "pool" of candidates may have impacted the hiring of a record number of female candidates. Also, no effort has been made to "track" the performance and longevity of male and female candidates hired in 1994.

Organization of the Study

Chapter I provides a purpose for the study, definition of terms, the null hypotheses under investigation, the limitations of the study and the organization of the study. Chapter II reviews the literature that contributes to the context of the study, including the role of the superintendency, an historical perspective of the American superintendency, the role school board members play in the selection of the superintendent, an historical perspective of women in education and school administration, current characteristics of the nation's superintendents, leadership qualities of female superintendents, equity issues and current obstacles for women in school administration. Chapter III details the design of the study, the sample selection, subjects, instrument development, administration of the survey, analysis of the data, and summary. Chapter IV presents and discusses the findings. Chapter V discusses the problem, the purpose, the hypotheses, the instrument, data analysis, the findings, the implications for practice, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II focuses on various aspects of the superintendency, the role board members play in hiring a superintendent, and an historical perspective of women in school administration.

The Superintendency

The school superintendency is perhaps one of the most challenging and rewarding positions in education. As chief executive officer of a school district, the superintendent faces both external and internal political and financial challenges. The multifaceted and complex role poses many challenges to the men and women who occupy this position. Usually, the school district is one of the major employers in the community. The superintendent must, by necessity, be a very public figure who builds bridges between the school district and the community it serves. As financial support for school districts decreases, superintendents are held even more accountable for student progress and fiscal responsibility.

As American education is entering its second wave of reform, the role of the superintendent will most likely be affected by this most recent "call to

action." After the publication of *A Nation at Risk* in 1983, educational professionals came under closer scrutiny by American taxpayers. During the 1990s, expectations for schools to become more effective and relevant are prompting restructuring and reform movements across the country. Surely the role of superintendent will be involved in these sweeping changes in education.

How will the superintendency change? According to *The Study of the American School Superintendency* (1992) conducted by the American Association of School Administrators (AASA), "Current literature on the superintendency calls for superintendents to cease being bureaucratic managers and become 'executive leaders' akin to chief executives of private sector corporations, whose success or failure is predicated on the quality of their products" (Glass, p. ix). The 1992 AASA study further indicates that superintendents believe that establishing an organizational climate is an important responsibility along with providing the very best instructional and curricular programs. While management tasks concerning budget, finance, and facilities are important, they should not be considered the most important tasks of the superintendent (p. 97).

Historical Perspective of the American Superintendency

The role of superintendent evolved about the mid-1800s when someone was needed to regulate and coordinate the day-to-day operations of a number of school houses in larger urban areas (Callahan, 1966). By 1860,

superintendents were established in 27 cities with school districts. As public schools grew, so did the superintendency. At the same time, school boards evolved to further regulate the business of schools. In fact, early superintendents occupied the role of schoolmaster, supervising students and teachers. Yet, the school board made most of the important decisions about the school. By the turn of the century, school superintendents were shedding the role of supervisor and assuming the role of managing administrator (Callahan, 1996).

The position of superintendent as known today emerged during the first part of the 20th century. According to Raymond Callahan,

The 'grand old men' of the superintendency—[Ellwood] Cubberley, George Strayer, and Frank Spaulding—championed the cause of the common school, and advocated an executive type of leadership. They wrestled with boards of education in large cities such as Chicago, where political spoils systems determined which teachers would be hired, what textbooks would be purchased, and which vendors would be patronized. (Callahan, 1966, p. 5)

The second wave of change in the role of the superintendent occurred prior to World War I and paralleled the scientific management movement in American industry. The highly bureaucratic model, still employed in some school districts today, attempted to improve the quality of the "product" through a series of hierarchical layers of management which would increase efficiency. This model first emerged in cities where escalating enrollments

further complicated the delivery of instruction, especially for the large number of immigrants from abroad and the migrants from rural areas of America. This era marks the shift of the majority of schoolchildren attending public city schools rather than attending rural country schools (Glass, 1992).

This role of superintendent as scientific manager continued unquestioned until the mid-1980s. At that time, the hierarchical bureaucratic structure became criticized by non-superintendent educators and reformers who questioned the role of "expert manager." They urged a more decentralized form of leadership which moved power and control to the level where decisions were placed into action. These advocates of restructuring and school reform urged a move away from highly centralized, hierarchical structures. Yet, the move to a more total quality management perspective, promoted most notably by Edward Demming, was punctuated by several other approaches that emerged during the second half of the twentieth century.

The third phase in the development of the superintendency began in the 1950s and continued into the early 1990s. This period emphasized a "professionalism" that was based on the application of social science theories. These "superintendent scientists" used theoretical models, tested them, then passed on their observations to fellow practitioners. This is a deviation from the prior training of superintendents, who learned their skills from a composite of best "past practices" of successful superintendents. This move to a social science theory approach to training was a subtle, yet important

distinction in the evolution of the American school superintendency (Glass, 1992).

The role of the superintendent during the 1960s and 1970s reflected the tumultuous nature of the times. Superintendents often found themselves under fire personally and on behalf of their school district. With altering community expectations, combined with the further establishment of teacher unions with growing memberships, superintendents were not readily acknowledged as the "expert" and were challenged to produce better results from the traditional system. Many times the dismissal of the superintendent, often the scapegoat of the ills of the school system, became front page news.

The 1980s were marked by the a new urgency to produce graduates with improved skills to further the productivity of American industry and business and provide education equity to all students in every community. With the publication of *A Nation at Risk* in 1983, the pressure for increased accountability mounted. With top down accountability systems imposed by state agencies across the country, the role of the superintendent was placed in the background for initiating and implementing reform.

During the early 1990s, pressure to give principals, teachers, parents, and even students more voice in school control, has altered the superintendency, adjusting its policy-making leadership and authority. The effective and essential school movements have concentrated on the role of the principal to improve curriculum and instruction and have lamented the slow rate of implementing these reform initiatives. Perhaps the

superintendency will gain the attention of the movements to further accelerate the advancement of these reform initiatives (Glass, 1992).

Prevailing Models of Leadership in Educational Administration

In studies conducted since 1933 by the American Association of School Administrators, leadership has been emphasized in nearly every chapter in its reports on the superintendency (Cunningham & Hentges, 1982). From the advent of formalized leadership positions in school administration, leadership roles have modeled themselves after the managerial revolution in business, industry, and government, which evolved during the last part of the nineteenth century and early twentieth century. This leadership model defined the professional manager as one who had an "internal decision-making monopoly and authority over others" (Kanter, cited in Adkison, 1981, page 313) and relied on a rigid hierarchical structure, competition, and control to bring about results (Ortiz and Marshall, 1988).

During the last ten years, researchers have questioned the contribution this leadership model makes to teaching and learning as well as to "the enhancement of educators as people and of instructional services" (Ortiz & Marshall, 1988, p. 138). Two movements in education view leadership roles apart from the hierarchical, control-oriented structure. The recent movement to restructure schools supports a leadership style contrary to this earlier model. In addition, site-based management emphasizes collaboration

and consensus building, an approach quite different from the previous control-oriented style.

The need to create "better schools" has given rise to reform movements in education. These movements which began in the 1980s involve a comprehensive view of the school as part of a larger context. School programs and practices are examined and redefined in light of social, political, and legal contexts (Simpson, 1992). The problems facing education are viewed as complex and requiring educational leaders who are more than technical managers. They must move away from the traditional, hierarchical, control-and-command environment.

In business management literature, this leadership paradigm shift is described as a more flexible organizational structure in which units are more lateral and cooperative (Covey, 1990). In this organizational structure, leadership is valued over management, and collaboration/consensus building and empowerment are valued over control and power.

According to a recent study by Linda Wesson and Marilyn Grady (1993), a key player in this movement to change the leadership role in school administration is the superintendent. Although 3% of the superintendencies, according to their research, are held by women, little is known about their leadership characteristics (Bell 1988). Most studies focus on the superintendency in general and the male superintendent in particular. Wesson and Grady believe that a better understanding of women superintendents is needed as educators conceptualize the dimensions of

educational leadership to meet the needs of the reform movement in education.

The Role of School Board Members in the Selection of the Superintendent

Legal Basis Prohibiting Discrimination in the Selection of Superintendents

Title VII of the Civil Rights Act of 1964 (P.L. 92-261), as amended by the Equal Employment Opportunity Act of 1972 prohibits discrimination in employment (including hiring) on the basis of race, color, religion, national origin, or sex. The terms and conditions of employment covered in this act include recruitment, selection, and assignment, as well as opportunities for promotion and other benefits (Kittock-Sargent, 1982, page 4).

Reasons a Superintendent is Selected

While the 1982 AASA survey indicated that over 66 percent of superintendents were hired for "personal characteristics," that number dropped to 38.5 percent in the 1992 study. With the need for more public accountability, school boards are using other criteria for superintendent selection. The 1992 study indicates that the role of "change agent" was the next most popular reason for selecting a particular candidate for the job. Next, acting as an "instructional leader" was selected by 22.3 percent of respondents. In school districts of over 25,000 students, the number rose to 24.5 percent. The study predicts that the role of instructional leaders will

increase in popularity with further legislative reform initiatives.

Other reasons for the selection of a superintendent include acting as a "developer," one who initiates the actions the "change agent" has established, and acting as one who "maintains the status quo." The "status quo" superintendent usually follows a popular, retiring superintendent in a district satisfied with its current condition.

In a later section of the study, superintendents indicated that boards of education evaluated their performance on similar expectations. The top four expectations include skills in general management, skills in human relations, instructional leadership development, and knowledge of finance and budget. Less important were skills in community relations and planning strategy. In a related section, the study indicates that the board values general effectiveness, board and superintendent relationships, general management functions, budget development and implementation, and educational leadership and knowledge (Glass, 1992).

From all these sections, the researcher believes that the ability to work well with people, a command of general management skills, and a substantial background of finance and instruction are highly valued by boards of education and play a strong role in the selection of a superintendent.

The 1982 AASA national study of superintendents states that employment decisions of school boards should be monitored during the next few years to determine whether there are increases in the number of women and minorities employed as superintendents. The

movement away from equity concerns reported earlier may continue to repress opportunities for highly qualified women and minorities to become superintendents. (Cunningham & Hentges, 1992, p. 77)

Hiring Practices

In 1988, Godin and Mithoefer conducted a study to examine and expose the perceptions that exist regarding discriminatory hiring practices in an effort to challenge and replace traditional mind sets. While this 1988 study examines biases in the hiring of school principals, the conclusions formed from the study can be extrapolated to the hiring of superintendents. Even with the increased availability of research on creating more effective schools, the study found that school boards and superintendents are not aware of the current theories and research on effective schools and effective school leadership. The study concluded that the research was not utilized in selecting the best and brightest candidates available for the school principalship.

The study also revealed that gender bias emerges as an area of great concern and encourages future research that will heighten the awareness of superintendents and school boards by "exploring their perceptions on various reform issues" (p. 14).

Historical Perspective of Women in Education

The study of women in school administration is intertwined with the

study of women in education in general. While today many people view teaching as a female occupation, such a perspective was not always held. In fact, until the late 1700s, men occupied all teaching positions. Toward the end of the 18th century, women began instructing boys and girls ages 4-7 in their homes (Bonn, 1974, p. 29). These women were known as "school dames" and their schools became known as "dame schools." As they were not formally trained, the school dames were paid one-fifth of what schoolmasters were paid and only allowed to work in the hot summer and with the very young (Stern, 1973, p. 47).

During the early 1800s, men filled most of the teaching roles, as they served as a stepping stone to better careers in business, the ministry, or law. As the need for teachers increased, the tax base did not keep pace, thus the salary available for teachers shrunk. Rapidly, suitable men were choosing other, more lucrative careers creating a dramatic labor shortage in teaching. Between 1840 and 1860, the percentage of male teachers in Massachusetts dropped from 60% to 14% (Reich, 1974).

To recruit women into the profession, leaders such as Catharine Beecher and Emma Willard sought the support of other leading community women, utilized the support of religious organizations, and asked men to deliver their recruitment speeches. Beecher rationalized that women were suited for only three fields of work: domestic service, nursing, and education. She believed that teaching was "woman's natural profession" as a nurturing teacher and mother (Sklar, 1973). School boards were sold on the notion that

women with their "maternal" abilities could better fill the needs of students, but perhaps more persuasive was the fact that women were far cheaper than men. For example, in 1838 in Massachusetts, women teachers were paid \$6.49 per month while men commanded \$23.10 per month.

In spite of the low pay, women were attracted in great numbers to the teaching profession. Whether drawn to the occupation to be less of a burden on their families, or whether they saw the profession as a natural extension of maternal instincts, women filled the available positions. Also, many likely saw themselves as a benefit to society and others perceived teaching as a way to utilize their talents (Melder, 1972, p. 25). From the 1830s until the 1900s, women became more identified with teaching. By 1900, 70.1% of teachers were women (Woody, 1929/1966, p. 499).

In the early days of women in the profession, they not only taught, but also administered the business of the school. As schools and bureaucracy grew, the administrative tasks fell to male members of the profession. Schools were no longer viewed as one-room school houses, but were seen as replicas of industry, in which specialization created more efficiency. Early records of the superintendency, about 1890, state that he was the only person who "did not teach" (Lynd & Lynd, 1929, p. 210). By 1918, teaching and administration were two distinct professions (Callahan, 1962).

The principals of scientific management were embraced by school districts who believed that putting male teachers in charge of female teachers provided the ideal, male dominated, stable system. Members of the Quincy

School Committee noted in the 1870s that:

One man could be placed in charge of an entire graded school of 500 students. Under his direction could be placed a number of female assistants. Females are not only adapted, but carefully trained, to fill such positions as well as or better than men, excepting the master's place, which sometimes requires a man's force; and the competition so great, that their services command less than half the wages of male teachers. (Katz, 1973, p. 73)

Historical Perspective of Women in School Administration

While some sources state that women held the majority of administrative positions in the mid-1920s, the statistics available do not support this claim. In fact, women have never dominated school administration. Charol Shakeshaft in her 1989 book *Women in Educational Administration* states that women hold fewer than one percent of all school superintendencies. Three years later, the 1992 study conducted by the American Association of School Administrators set the number of female superintendents at 6.6% (Glass).

Over the past 80 years, women have held the majority of teaching positions, primarily dominating the elementary positions. During this time, the only administrative position dominated by women has been the elementary principalship. Since 1905, the percentage of women elementary and secondary teachers and elementary principals has decreased. In the case

of the elementary principalship, the decrease has been dramatic. The only noticeable increase has been in positions as school board members and as superintendents. Ms. Shakeshaft cautions the reader about the validity of the statistics in Table 1. The information was collected sporadically and may not always represent national samples. Often, information is not provided consistently by gender. Also, what constitutes an administrator varies over time and geography.

TABLE 1
Eighty Years of Women as Workers in Public Schools: 1905 - 1985

<i>Percentage</i>	1905	1928	1950	1972-73	1982-83	1984-85
Female elementary school teachers	97.9	89.2	91.0	84.0	83.0	83.5
Female elementary principals	61.7	55.0	38.0	19.6	23.0	16.9
Female secondary teachers	64.2	63.7	56.2	46.0	48.9	50.1
Female secondary principals	5.7	7.9	6.0	1.4	3.2	3.5
Female district superintendents	UK	1.6	2.1	0.1	1.8	3.0
Female school board members	UK	11.0	12.0	12.0	28.3	38.3

Note: From *Women in Educational Administration* (p. 20), by Charol Shakeshaft, 1989, Newbury Park, CA: Corwin Press.

The National Education Association (NEA) and other agencies ceased disaggregating their data by sex in the 1930s (Shakeshaft, 1989, p. 21). As a result, women's participation in school administration became more difficult to determine. When given a statistic for women in the principalship, often the figures are not separated by elementary and secondary levels, further clouding the issue. Yet one thing is clear: a comparison of women teachers to women managers documents the under-representation of women in formal leadership roles. In conclusion, women comprise nearly two thirds of all school personnel, but hold only 3% (according to this study) of the superintendencies.

Historical Roots of Women in Administration

Further illustrating women's place in education, Tyack and Strobe in *History of Women in Education* state:

...Women teachers did contribute enormously to public education, and some were genuine culture heroes. Women teachers were victims—paid tiny wages, channeled by prim cultural values, and denied access to advancement in the system. Women teachers, especially in the seminaries and in city teachers' associations, did create bonds of sisterhood and did act collectively in some of the most impressive forms of militancy that women achieved. But what we wish to stress in this study is the sexual structuring of society, and particularly of the public school, within which both women and men

teachers in systematic ways plied their craft and lived their lives. We hope that a clearer understanding of the roots of dynamics of gender inequality in educational employment will hasten its demise. (1981, p. 28)

From the beginning of the colonial period in America, men dominated the teaching profession. As young women became increasingly literate and were allowed access to more formal school, they emerged as qualified applicants for teaching positions. Up to this time, women had taught children in the home. By the end of the eighteenth century, they began to be employed during the summer months in one-room school houses near their homes. In rural areas of the country where education was split into summer and winter sessions, men teachers were preferred for the winter months, as "older boys" entered the schools in larger numbers. Men were considered better disciplinarians and more capable of teaching other young men.

Men, as well as women, enjoyed teaching the short sessions of school. This employment provided an income between breaks in lumbering and construction, and often served as a stepping stone for establishing themselves in the community. As the school term became longer and teaching certification became more stringent, men found teaching a less viable occupation. Also, the salary for a full-time position barely met the expenses of one person, much less a family (Shakeshaft, 1989).

Women began to fill the teaching ranks as the prime sources of literate, moral teachers at bargain prices. Some men remained in the educational

labor market, receiving higher wages in most every instance. In the labor markets where women composed the highest percentage of the workforce, the gap between salaries for men and women were the largest. This gap compares to those in other occupations in which women traditionally comprise the majority of the workforce: nurses, private household workers, clerical workers, and elementary teachers.

Men were promoted over women to assume supervisory roles for many of the same reasons that women were first hired as teachers. Women were willing to work for lower wages, followed directions from superiors, and understood the needs of children. Based on these assumptions, trustees of schools believed women should remain in the classroom. Also, they considered women transient, as they were waiting for marriage and would leave the workforce. While this belief kept women out of the ranks of administration, the facts reveal that men, as well as women, had high turnover rates. Many women had lifelong careers in education, yet the perception that men were more permanent members of the workforce contributed to the "male manager" structure (Shakeshaft, 1989).

At the time, trustees of schools were looking for white, middle-aged, Protestant, and married (with a supporting wife) males, thinking such a person would add prestige to their school districts. Marriage and family life would not interfere with the operation of the school. Yet women were expected to marry, raise children, and stay at home. As educational bureaucracy grew, men were expected to seek advancement. Women who

were fortunate and talented enough to land administrative positions were either single, widowed, or divorced. At the turn of the century, women outnumbered men among elementary school principals and constituted a respectable minority among college presidents and deans, and were visible among state and county superintendents (Gribskov, 1980, p. 81). Researcher Margaret Gribskov contends that this brief flourish of women in administration parallels the women's movement of this period.

In the early twentieth century, school administrators embraced the work ethics of industry: efficiency and rationality. This ethic served to further separate teachers who emphasized the nurturing of children from administrators, who emphasized the masculine concerns of finance, organization, and mechanics. This business ethic laid the foundation for future stereotyping of roles in education.

The economy also influenced the roles of women in administration. As the Depression approached in the 1930s, men were given preference for administrative jobs because school board members assumed that men were supporting a family while women were only supporting themselves. Women experienced a brief flourish in administration during World War II, but were displaced as men returned from service (Shakeshaft, 1989, p. 42). The GI Bill provided opportunities for lower-middle class men to enter administrative degree programs. As a result, men rapidly filled most administrative position in the years that followed. During the 1970s and 1980s, women administrators declined from 28% to 11% in the United States.

While only a few women served as administrators between 1820 and 1900, the few who did serve founded their own schools and served as the chief administrator (Solomon, 1985). Between 1900 and 1930, women held more administrative positions than at any other time. The elementary principalship was filled by 55% women. The county superintendency was held by 25% women, and district superintendencies were held by 1.6% women. Women also held 8% of the secondary principalships. And while these numbers served as an encouragement for women to pursue leadership roles, in reality, the positions which were filled by the most women were also the lowest paying. As districts began hiring male superintendents, female county superintendents were phased out. Charol Shakeshaft attributes this renaissance period for women in administration to four factors: the feminist movement, the teacher organizations, the right to vote in local elections, and economic advantages (1989, p. 35).

After 1930, the number of women in administrative positions quickly decreased at every level. The district superintendency, the key power position in schools, was seldom occupied by a women. In fact, in 1932, 25 states had no women serving in the superintendency (Hansot & Tyack, 1981, p. 15). In addition to a pattern of male dominance that established beliefs that women were incapable of maintaining discipline and order, school boards tended to select candidates that were much like themselves: white middle-aged Protestant males (Shakeshaft, 1989, p. 40). The wide-spread practice of prohibiting married women from working as teachers, much less as

administrators, furthered the notion that women were transitory workers who would leave their career for marriage.

The economic hardships of the 1930s furthered the practice of paying women less for the same work and kept many women out of higher paying administrative jobs. Men had families to support and needed the extra income; women, on the other hand, only had themselves to support (Shakeshaft, 1989, p. 44). Women, even married ones, enjoyed a brief resurgence in school employment during World War II. But when the men returned, they were dismissed. The G.I. Bill allowed great numbers of men from all segments of society to obtain teaching and administrative credentials. The great influx of certificated males further reduced the opportunities for women.

During the 1950s as schools were forced to consolidate and men and women occupied similar leadership roles, women were moved out of their administrative positions. The 1950s also demonstrated a reverse trend in the hiring practices of school boards. During this time they believed that *married* women were more desirable employees, because teaching was more compatible with their main career as wives and mothers.

Personal Characteristics of the Nation's Superintendents as of 1992

According to the 1992 AASA study of the superintendency, the popular opinion that school superintendencies are occupied by white males is confirmed. Only a small percentage of the nation's superintendents are

women or minorities. Of the 1,713 superintendents surveyed, only 113 (6.6 percent) were women. This percentage of women superintendents has fluctuated between 0.06 percent and 7.0 percent for the last 40 years. The 1982 survey indicates that 1.2 percent of the total were women. The median age of superintendents for the last 60 years has been between 48 and 50. Most superintendents enter the position in their early 40s, usually in a fairly small district, and gradually make their way into larger districts. Most superintendents retire between the ages of 55 and 60 (p. 11).

The 1992 survey also reveals that most superintendents are married, although a higher portion of women are either single or divorced. The report indicates that school boards may expect superintendents to be role models of family values and "managers of virtue" (David Tyack and Elisabeth Hansot, 1982). A further complication for women in the superintendency may be the need to relocate to accept a superintendency. A spouse of women superintendent may be less willing to move to accommodate the career advancement of his wife (Glass, 1992, p. 13). Traditionally, men resist disrupting their professional lives for their spouse.

The majority of superintendents spent their precollege years in a rural or small town setting and came from families in which most parents were not college educated. The majority of female superintendents also came from rural or small town backgrounds, but an increasing number (38 percent) came from suburban or urban areas.

The career paths for women include some deviations from the traditional male route of teacher, assistant principal or principal to the superintendency. Many women skip the principalship and move directly from the classroom to central office administration (Glass, 1992, p. 57). Only 11.6 percent of women indicated that the principalship was their first administrative position. Women superintendents spend, on average, longer time as classroom teachers than men do. Of the women respondents, 46.1 percent indicated that they spent 6 to 10 years in the classroom before entering administration, while another 25.2 percent indicated they spent 11 to 15 years before making the move to administration.

Leadership Qualities of Women Superintendents

In a recent study of 51 women superintendents in 29 states, respondents indicated that their greatest strengths in the position were working with people, communication, and having a vision (Wesson & Grady, 1993). When asked what characteristics school board members were looking for when they were hired, respondents indicated that school boards were looking for someone who could introduce and manage change, or who could provide structure, stability, and organization to the district. These characteristics appear to support a new leadership paradigm which stresses collaboration and consensus building. The women in this study demonstrated leadership characteristics different from the command-and-control, hierarchical model. They have operationalized the leadership

qualities that women use in corporate America—one that is non-hierarchical and emphasizes collaboration and cooperation (Aburdene and Naisbitt, 1992). In the conclusion of their study, Linda Wesson and Marilyn Grady found that, "women superintendents have been hired to be change agents and consensus builders, and both urban and rural superintendents are finding a lot of success in their jobs" (1993, p. 15).

Equity Issues in Educational Administration

According to the 1982 study conducted by the AASA, women at that time were outnumbered in the superintendency by 82 to 1. Until 1971, no statistics were gathered by this organization on gender, race or ethnicity of superintendents. The percentage of females in the superintendency remained unchanged in the 10 years between studies, remaining at 1.2 percent. Over two thirds of male and four fifths of female superintendents stated that they actively recruit women into administration, yet the number of female superintendents remains virtually unchanged in the ten year period between 1971 and 1982.

The study further reveals that male and female superintendents greatly differ on their perceptions of discrimination in hiring and promotion practices. Of those surveyed, 43.3 percent of female superintendents identified discrimination problems for women and minorities as a major problem and 37.5 percent identified it as a minor problem, while only 12.2

percent of male superintendents identified discrimination as a major problem with 46.1 percent responding that there was little or no problem.

The study concludes that these findings are difficult to understand and might be attributed to either a lack of sensitivity and awareness or widespread discrimination (Cunningham & Hentges, 1982, p. 28).

The 1992 AASA study, like the 1982 study, indicates that women and minorities perceive much greater discrimination in hiring than their male and nonminority counterparts. The 1992 study states that almost four times more often than men, women superintendents perceive that discrimination in hiring is a major problem (43.8 percent versus 11.7 percent). Another 39.5 percent of women superintendents perceive discrimination as a minor problem. Together, 83.3 percent of women superintendents indicate that discrimination in hiring is either a major or minor problem, compared to 53.2 percent of men who indicated the same. In any case, both groups perceive a significant problem in this area.

The 1992 study concludes its report with a discussion of this problem. The author states that the under-representation of women and minorities in the American school superintendency is a serious problem with "clear antecedents." "The existence of role stereotyping in past generations has discouraged or prevented many women from regaining the majority in educational administration they often enjoyed before World War II" (Glass, 1992, p. 98). The author further concludes that policymakers must take action

to encourage qualified women and minorities to pursue positions and be allowed to "take the helm."

Equity

Ms. Linda Ginn (1989), at the Conference on Women in Educational Administration, stated that, "the inequality of female representation is evident at each level of administration." She believes that excellence cannot be achieved without equality. The source of this inequity stems from the early social structuring of America. The history of women's participation in the economy and the development of the family, as well as the evolution of cultural norms for women and various social organizations, such as schools, have influenced women in leadership roles.

Current Obstacles to Advancement of Women in Administration

A variety of studies on women in administration attribute low participation of women to the turbulent nature of any administrative position. Women are thought to be peacemakers and many feel uncomfortable when others are upset with them. Women also tend to be self-critical and maintain low opinions of their own abilities, low expectations for further advancement, and diminished self-concepts. All of these factors produce a negative perception on the part of women toward their own abilities (Ginn, 1989).

Other studies tend to indicate that women are their own worst enemies. Operating out of a "zero-sum" model, some women believe that a finite amount of accomplishment and recognition exists in the organization, and if someone else takes a portion, less will remain for the others. Still other studies show that men have an advantage over women in access to available administrative positions. Men, through all-male organizations, maintain their contacts in the community and their network of relevant job information. Women are generally not part of the information network, and when they do receive information, they may not hold line positions or they receive the information too late. As past recruitment, selection, and hiring practices have filtered women out of these positions, future hiring tends to also favor men in filling available vacancies. And while support systems are emerging for women, few role models exist within the present structure (Ginn, 1989).

A 1992 study conducted by Mary Marie Morse Castro at Southern Illinois University explored the paths of thirty-three women employed as public school superintendents in Illinois. Obstacles in the path of women seeking top positions in organizations range from the complexities of home and marriage, to unwillingness to relocate, to top-level positions dominated by men. Mary Castro notes in her dissertation that in an interview with a board member in a suburban district, the female board member felt that being a single female candidate did not help the applicant. She stated:

It's hard when the majority of the leadership in the community is male. They don't stop by and invite you to dinner with them. If you don't have a spouse, you don't go to dinner at the country club naturally and you're not invited to a lot of things I think that you might otherwise be. It's just awkward socially and social gatherings are where so much takes place in the way of building strength as a community leader. That's been a handicap. Not because (the woman superintendent) makes it so, but because of tradition and I think thoughtlessness. (pp. 29-30)

Numerous women stated that they were told they needed higher qualifications than male applicants to be considered for any administrative position (Edson, 1988). Dr. Patricia Ann Schmuck, remarked, "It remains an unequal world. Women—by virtue of being a woman in our society—must take some additional steps" (Costick, 1978, p. 15).

In her conclusion, Castro states that 64% of the women superintendents she interviewed believed that gender bias was an external barrier to their obtaining the superintendency. Just under half (44%) of the respondents stated that the men in "gate-keeper" positions controlled the formal and informal sites of hiring, decision-making, power-brokering, and sponsorship. Male leadership was viewed as the second strongest barrier to advancement (p. 137). Female superintendents attributed success in obtaining the job to their own talents and abilities (page 149). These skills include establishing self-made goals, success in previous positions, liking and

meeting challenges, and timing. Castro's study also revealed that 80% of the female superintendents in Illinois administer elementary districts. She recommends in her "Recommendations for Further Study" that:

A study of the perceptions of school board members toward female administrators would be very profitable for those women who aspire to administration as well as for colleges of educational administration... Although laws have alleviated flagrant discriminatory employment practices, the school administration, ambiguities of school administration and related subjectivity in selection processes have allowed most gender discrimination to continue. Hiring and promotion procedures in school districts should be studied and evaluated to determine whether they are free from bias. (p. 159)

CHAPTER III

METHODOLOGY

Chapter III begins with an explanation of the design of the study and a discussion of the subjects used. This is followed by a description of the survey instrument used and a detailed explanation of the administration of the survey. Finally, the data analysis is summarized.

Design of the Study

The purpose of this study was to analyze preferences, characteristics, and practices of Illinois school boards who hired female superintendents during 1994 and compare them to Illinois school boards from the same regions of the state that hired male superintendents during the same year. The study also examined the internal and external influences on the boards at the time of hiring the superintendent. After an extensive review of the literature, Dr. Margaret Marietti's study appeared to provide the closest example to the type of study needed to elicit data concerning Illinois school boards. Dr. Marietti's study was discussed in the last two chapters.

In her study, Dr. Marietti surveyed board chairpersons to determine the characteristics of their representative boards in the hiring process of the superintendent. She placed particular emphasis on personal characteristics of the board members, district and community issues, and demographics and politics. Her original variables came from her review of the literature, contact with superintendents, board members and those used in the *American*

School Board Journal. After consultation with the dissertation committee, it was determined that the information for this Loyola study would be elicited through a survey instrument, similar to Dr. Marietti's, mailed to selected Illinois school board presidents.

The Hypotheses

The researcher assumed the following null hypotheses:

1. There will be no significant difference between the boards that hired male and female superintendents and current superintendent information, as measured by the Superintendent Study Survey.
2. There will be no significant difference between the boards that hired male and female superintendents and selection process of the current superintendent, as measured by the Superintendent Study Survey.
3. There will be no significant difference between the boards that hired male and female superintendents and previous superintendent information, as measured by the Superintendent Study Survey.
4. There will be no significant difference between the boards that hired male and female superintendents and board member information, as measured by the Superintendent Study Survey.
5. There will be no significant difference between the boards that hired male and female superintendents and community information, as measured by the Superintendent Study Survey.

Sample and Subject Selection

When the concepts for this dissertation were first contemplated in November 1994, the entire population of female Illinois superintendents consisted of 83 persons out of a possible 923 public school superintendencies

in the state. By January 1995, the Illinois Association of School Boards determined that 40 women were hired as superintendents in Illinois during 1994. During this same year 127 men were placed in top jobs in Illinois school districts. Several choices existed. Should the survey include all boards who currently had female superintendents or only those hired in 1994? How should the boards who hired male superintendents be selected? They could be randomly selected or systematically sampled, or only those hiring men during a given period could be utilized. Or, should the entire population of Illinois school boards be surveyed?

After much analysis, the researcher agreed to survey selected boards who hired superintendents during 1994. All boards who hired women during 1994, 40 total, were used because the sample would be rather limited. Boards who hired male superintendents would be matched regionally according to IASA/IASB co-terminus regional boundaries. The school board presidents who hired these superintendents became the subjects for this study.

The subjects were matched regionally rather than including all superintendents hired during 1994 to control for demographic, political, social, and economic differences across the state that might skew the data. A superintendent from suburban Chicago faces different challenges than a superintendent from rural Effingham county. The actual matching was completed with the assistance of an IASA staff member who knew the regions of the state well and could quickly match the male and female superintendents. In four instances, no male superintendents were available in a given region to match with the female candidate. In those instances, a male superintendent was selected from the next closest region with characteristics similar to the region at issue. Superintendents' names, along

with district mailing information, were obtained from the Illinois Association of School Administrators. The Illinois Association of School Boards provided the names and home addresses of the corresponding board presidents who were selected for the study. The board presidents were selected from the IASA/IASB regions listed on the next page. Illustration 1 graphically displays the distribution of the sample.

IASA REGIONS

ABE LINCOLN

Females: 3
Males: 3

DU PAGE

Females: 2
Males: 2

SHAWNEE

Females: 2
Males: 2

BLACKHAWK

Females: 2
Males: 2

EGYPTIAN

Females: 2
Males: 2

SOUTHWESTERN

Females: 1
Males: 1

CENTRAL ILLINOIS
VALLEY

Females: 1
Males: 1

ILLINI

Females: 0
Males: 0

STARVED ROCK

Females: 2
Males: 2

COOK NORTH

Females: 3
Males: 3

KASKASKIA

Females: 4
Males: 4

THREE RIVERS

Females: 3
Males: 3

COOK SOUTH

Females: 3
Males: 3

KISHWAUKEE

Females: 2
Males: 2

TWO RIVERS

Females: 2
Males: 2

COOK WEST

Females: 0
Males: 0

LAKE

Females: 3
Males: 3

WABASH VALLEY

Females: 1
Males: 1

CORN BELT

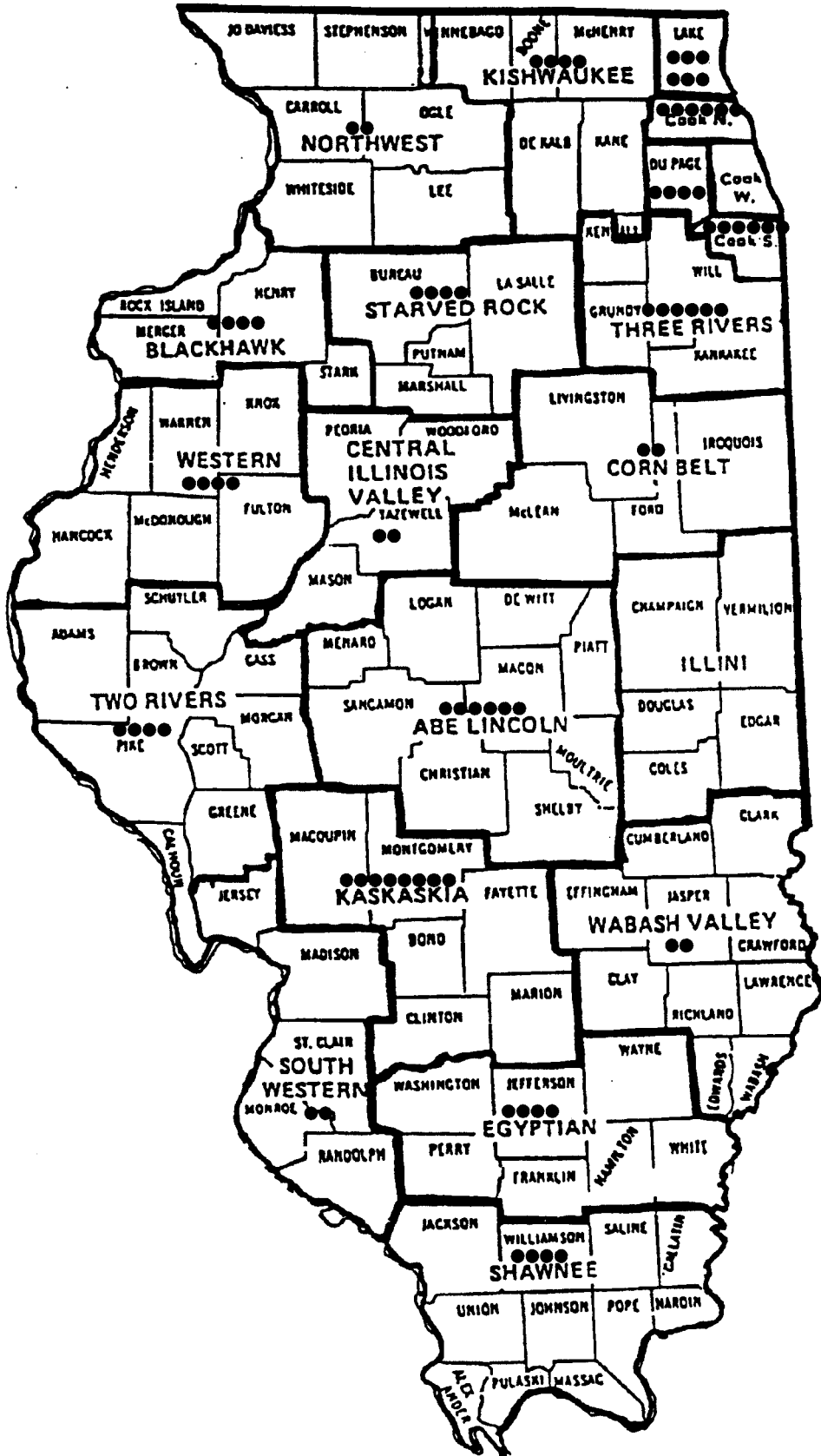
Females: 1
Males: 1

NORTHWEST

Females: 1
Males: 1

WESTERN

Females: 2
Males: 2



Instrument

Three telephone conversations and a personal interview (three hours) with Dr. Marietti provided further insights to improve the study, essentially a replication of her work, and to enhance the actual survey instrument. She suggested that most open-ended questions on the survey instrument be changed to forced-choice questions. Thus, answers to these questions could be more easily summarized. Dr. Marietti granted the researcher permission to use and modify her instrument as well as replicate her study (Appendix A).

Incorporating Dr. Marietti's input, the researcher further validated and revised the instrument with feedback provided by three acting superintendents, three school board members, and the dissertation committee. The draft version was field tested by five board members who evaluated the questions and determined the length of time to complete the survey. Their suggestions were incorporated to eliminate possible confusion of respondents. The Executive Director from the Illinois Association of School Administrators (a former superintendent with 17 years experience) and a field service representative from the Illinois Association of School Boards (a former superintendent who at the time of this study conducted superintendent searches and assisted boards through the hiring process) analyzed the questions and provided suggestions for revision based on their knowledge of their constituents. The final version of the survey instrument appears in Appendix C.

The survey, divided into five sections, examined the following:

- Section I —Current Superintendent Information: length of service in the present position, qualifications, compensation, age, race, gender, prior experience, and basis for employment.

- Section II— Selection of the Current Superintendent: the scope of the search, the use of outside consulting firms, the number and gender of qualified applicants, the influence outside groups had on the decision to hire the superintendent, and the most important issues facing the board at the time of hiring.
- Section III—Previous Superintendent Information: gender, age, race, education, tenure in the position, origin as candidate (outside/within the district), reason for leaving the position, quality of performance, board's collective assessment compared to the community's perception of the superintendent's work, strengths and weaknesses.
- Section IV—Board Member Demographic Profile: number of members, gender, race, age, education, marital status, number of children currently in district, employment status, occupations/professions of employed members, occupations/professions of spouses, income level, and length of service as a board member.
- Section V— School and Community Information: percent female and male staff members, percent female and male administrators, number of neighboring districts with female superintendents, size, type of district, and political orientation of community, influence of women in the community in relation to civics/politics, business, professions, philanthropy, religion, and schools.

Administration of the Survey

This survey was mailed to the subjects (80) along with a cover letter from the Illinois Association of School Boards (Appendix B) which explained the study and provided rationale for board members' participation. This

cover letter was obtained through contacts with a field service representative. He obtained, on the researcher's behalf, the organization's permission to lend support to the study in the form of the cover letter.

A packet containing an outer envelope, IASB cover letter, the survey, and the self-addressed, stamped envelope was mailed to the 80 subjects at their home address on January 23, 1995. The home address, rather than the school district address, was used to insure that the board president actually received the mailing. If a superintendent were experiencing a less than ideal year, the survey might not be given to the board president. The survey and the letter urged respondents to return the survey promptly in the enclosed self-addressed, stamped envelope.

A follow-up letter was sent to 30 non-respondents on February 9, 1995 (Appendix D). The letter provided both telephone and FAX numbers to access the researcher for an additional copy of the survey and to send responses. From this mailing, the remainder of the surveys were returned.

Analysis of the Data

Of the 80 surveys mailed, 68 were returned for a total response of 85%. The data from the completed surveys was compiled and analyzed. First, frequency tables based on the total sampled were developed for each survey item. Following this descriptive analysis of the total sample, two-way contingency tables were set up to obtain each item by gender of the current superintendent to establish frequencies.

Next, categories were combined where appropriate to eliminate empty or almost empty cells in the table. For example, since no superintendents were listed as age 30 to 35 and only six were listed as 36 to 40, superintendents

listed in these two categories were combined for statistical purposes with those listed as 41 to 45. See Table 5.

Third, correlation matrices were developed to investigate which, if any, variables were significantly related to the gender of the current superintendent. Finally, where significant correlations occurred, Chi-square tests were performed to distinguish between which levels of the related item the gender differences were occurring.

Summary

This dissertation analyzed preferences, characteristics, and practices of Illinois school boards that hired female superintendents during 1994 and compare them to Illinois school boards from the same regions of the state that hired male superintendents during the same year. The study also examined the internal and external influences on the boards at the time of hiring the superintendent. This was accomplished through the use of a survey instrument administered to the 40 school board presidents who hired female superintendents and another 40 school board presidents who hired male superintendents. The survey collected data concerning the current superintendent, selection of the current superintendent, previous superintendent, board member demographics, and community and school demographics and political orientation. Data collected from the survey were analyzed for correlation of survey item to the gender of the superintendent hired. Finally, the significance of the correlations was determined.

Chapter IV is an analysis of the data collected through the use of the survey instrument. Chapter V is a discussion and summary of the problem, findings of the study, implications for practice, and recommendations for further study.

CHAPTER IV

PRESENTATION OF THE DATA AND DISCUSSION OF THE FINDINGS

Chapter IV includes an analysis of the data and an evaluation of Hypotheses I, II, III, IV, and V. It concludes with a summary of the data.

Analysis of the Data

School board presidents in sixty-eight Illinois school districts responded to the survey, for a total return rate of 85%. They answered all five sections of the "Superintendency Study," found in Appendix C. Individual answers that did not follow the instructions or were left blank were eliminated from the total response. Also, when two or more respondents indicated the same response to the choice "other," their response was noted in the description following the table.

The initial step of the data analysis involved developing frequency tables for each survey item. First, frequency tables were developed based on the responses of the total sample. Following a descriptive analysis of the total sample, frequency tables were separated according to gender of the current superintendent and item responses were compared.

Finally, Chi-square tests were performed to distinguish where significant differences occurred with relation to gender of current superintendent.

The Hypotheses

The researcher assumed the following null hypotheses:

1. There will be no significant difference between the boards that hired male and female superintendents and current superintendent information, as measured by the Superintendent Study Survey.
2. There will be no significant difference between the boards that hired male and female superintendents and selection process of the current superintendent, as measured by the Superintendent Study Survey.
3. There will be no significant difference between the boards that hired male and female superintendents and previous superintendent information, as measured by the Superintendent Study Survey.
4. There will be no significant difference between the boards that hired male and female superintendents and board member information, as measured by the Superintendent Study Survey.
5. There will be no significant difference between the boards that hired male and female superintendents and community information, as measured by the Superintendent Study Survey.

Hypothesis I

Null hypothesis I states: There will be no significant difference between the boards that hire male and female superintendents and current superintendent information, as measured by the Superintendent Study Survey.

Null hypothesis I was addressed by responses to survey Section I: Current Superintendent Information, questions 1 to 10. Tables detailing each question's total number of responses to each item, disaggregated responses by gender of superintendents, and related percentages follow. If an item proved

statistically significant, the Chi-square value and the significance is noted in the narrative. Table 2 delineates Current Superintendent Tenure in the Present Position, verifying their selection for this study. Table 3 defines Current Superintendent Educational Background. Table 4 establishes the Current Superintendent 1994-95 Salary as reported to the Illinois Teachers Retirement System. Table 5 specifies Current Superintendent Age. Table 6 defines the race of the superintendents under study. Table 7 verifies the Current Superintendent Gender . Table 8 identifies the Current Superintendent Hiring Origins. Table 9 summarizes Current Superintendent Prior Experience as Superintendent, and Table 10 lists Current Superintendent Prior Positions Held in Education. Table 11 illustrates weighted scores and first ordinal rankings for Current Superintendent Strengths.

TABLE 2

CURRENT SUPERINTENDENT TENURE IN PRESENT POSITION (N=68)

	1 Year	%	< 1 Year	%	Total
Female	8	24.2%	25	75.8%	33
Male	5	14.3%	30	85.7%	35
Total	13	19.1%	55	80.9%	68

This table indicates that superintendents had served in their current position as superintendent for one year or less at the time of the survey, indicating their suitability for this study. No significant difference was found between the two groups, in regard to male and female superintendents. A

total of 68 board presidents responded to the study, dividing nearly equally between those that hired females (48.5%) and those that hired males (51.5%).

TABLE 3

CURRENT SUPERINTENDENT EDUCATIONAL BACKGROUND (N=68)

	Masters	%	Specialist	%	Doctorate	%
Female	5	15.2%	9	27.3%	19	57.6%
Male	8	22.9%	12	34.3%	15	42.9%
Total	13	19.1%	21	30.9%	34	50.0%

Table 3 indicates the educational attainment of the current superintendents hired by the sample of school board presidents. No significant difference was found between female and male superintendents in terms of their educational training. Of note, half (50.0%) of the total had earned a doctorate prior to their attaining their current position as superintendent. The female superintendents in this sample held proportionally more earned doctorates than their male counterparts (14.7%).

TABLE 4
CURRENT SUPERINTENDENT 1994-95 SALARY* (N=68)

	Female	%	Male	%	Total	%
≤ \$50,000	3	9.1%	4	11.4%	7	10.3%
\$51 - 60,000	14	42.4%	9	25.7%	23	33.8%
\$61 - 70,000	5	15.2%	6	17.1%	11	16.2%
\$71 - 80,000	1	3.0%	6	17.1%	7	10.3%
\$81 - 90,000	2	6.1%	3	8.6%	5	7.4%
\$91 - 100,000	5	15.2%	2	5.7%	7	10.3%
≥ \$101,000	3	9.1%	5	14.3%	8	11.8%

*As reported to the Illinois Teachers' Retirement System (TRS)

Table 4 indicates the salary at which current superintendents were hired. The last four cells in the survey (\$101,000 - \$110,000, \$111,000 - \$120,000, \$121,000 - \$130,000, and More than \$130,000) were combined to create the last category in this table. This table indicates that over forty percent (44.1%) were hired at ≤ \$60,000. Over half the superintendents (60.3%) were hired at ≤ \$70,000. Of the female superintendents, over half (51.5%) earned ≤ \$60,000. The distribution favors male superintendents in the mid-range from \$71,000 to \$90,000. The high end of the scale is occupied by both male and female superintendents, with the males dominating the highest paid positions. While some differences are illustrated, they are not statistically significant.

TABLE 5
CURRENT SUPERINTENDENT AGE (N=68)

Age	Female	%	Male	%	Total	%
30 - 35	0	0	0	0	23	33.8%
36 - 40	1	3.0%	5	14.3%		
41 - 45	8	24.2%	9	25.7%		
46 - 50	14	42.4%	13	37.1%	27	39.7%
51 - 55	8	24.2%	6	17.1%	18	26.5%
56 - 60	2	6.1%	2	5.7%		

With regard to Current Superintendent Age, male superintendents in this study proved generally younger than the females. Males ages 36 to 45 comprised 40.0% of the male group, while 27.2% of the females were under 45. Conversely, 30.3% of the female group were between the ages of 51 and 60, while 22.8% of the male group were in this category. In the mid-range of ages 46 to 50 females slightly dominated this group over male superintendents, occupying 42.4% and 37.1% respectively. No significant difference was found between the two groups.

TABLE 6
CURRENT SUPERINTENDENT RACE (N=67)

Race	Female	Male	Total	%
Caucasian	33	33	66	98.5%
Black	0	0	0	0
Hispanic	0	0	0	0
Asian	0	0	0	0
Native American	0	1	1	1.5%

Table 6 illustrates current superintendent race. This sample consisted of predominantly white superintendents, with one male superintendent specified as a native American. No significant difference was found between the two groups.

TABLE 7
CURRENT SUPERINTENDENT GENDER (N=68)

Female	%	Male	%	Total
33	48.5%	35	51.5%	68

Table 7 Current Superintendent Gender confirms the group under study through information provided by their board presidents. Again, the group is nearly equally divided between males and females.

TABLE 8
CURRENT SUPERINTENDENT HIRING ORIGINS (N=65)

	Female	%	Male	%	Total	%
Within the District	11	34.4%	11	33.3%	22	33.8%
Outside the District	18	56.3%	16	48.5%	34	52.3%
Outside the State	3	9.4%	6	18.2%	9	13.8%
Total	32	100%	33	100%	65	100%

Table 8 Current Superintendent Hiring Origins specifies that 34.4% of females moved to their position as superintendent from within the district, while 33.3% of males did the same. The majority of superintendents in this study were hired from outside their own districts with about 50% finding employment as a superintendent outside their last district, but within the same state. Nearly double the number of male superintendents (18.2%) were hired from outside the state compared to the number of female superintendents (9.4%) who were hired from outside Illinois. Yet, no significant difference was found between the two groups.

TABLE 9
CURRENT SUPERINTENDENT PRIOR EXPERIENCE
AS A SUPERINTENDENT (N=67)

	Female	%	Male	%	Total	%
No Experience	21	63.6%	24	70.6%	45	67.2%
Interim Experience	2	6.1%	1	2.9%	3	4.5%
1 - 5 Years Experience	6	18.2%	5	14.7%	11	16.4%
6 - 10 Years Experience	3	9.1%	4	11.8%	7	10.4%
11 - 15 Years Experience	1	3.0%	0	0	1	1.5%

The vast majority of these superintendents had no prior experience in the CEO position. Table 9 Current Superintendent Prior Experience as Superintendent indicates that 63.6% of females and 70.6% of males had no prior experience as a superintendent. Three had prior experience as an interim superintendent. Females with one to five years experience (18.2%) edged males (14.7%). Conversely, males (11.8%) predominated slightly in the six to ten year experience range over females (9.1%). Only one female superintendent had more than ten years experience. No significant difference was found between the two groups.

TABLE 10
CURRENT SUPERINTENDENT PRIOR POSITIONS HELD
IN EDUCATION (N=68)

	Female	%	Male	%	Total	%
Assistant Superintendent	14	42.4%	15	44.1%	29	43.3%
Other District Position	15	45.5%	13	38.2%	28	41.8%
School Principal	22**	66.7%	30**	88.2%	52	77.6%
Assistant Principal	8	24.2%	10	29.4%	18	26.9%
Dean of Students	3	9.1%	3	8.8%	6	9.0%
Classroom Teacher	31**	93.9%	25**	73.5%	56	83.6%
Do Not Know	1	3.0%	0	0.0%	1	1.5%

*significant, alpha = .05

While the superintendents in this study had little experience, as a group, the majority has served in a variety of administrative positions prior to the superintendency. Nearly half of the total group (43.3%) served as an assistant superintendent prior to their first superintendency. The sample divided nearly equally in this category, with males having served more often in the assistant superintendency than females. Next, more women than men served in other district positions. Female superintendents outnumbered males by two. Conversely, more men served as school principals prior to holding their first superintendency. In this sample, board presidents indicated that 30 men and 22 women held the principalship. Males also served more often as assistant principals. Few of these

superintendents worked as a dean of students. Board presidents indicated that more women (n=31) had served as classroom teachers than men (n=25).

Of the responses given, two proved statistically significant. In this study, 22 females out of 33 (66.7%) served as a school principal, compared to 30 out of 35 males (88.2%). The Chi-square value of 4.48 resulted in a significance level of .03422, which is $<.05$ and therefore statistically significant at the .05 alpha level.

Board presidents also reported that 31 females out of 33 served as a classroom teacher, compared to 25 out of 35 males. Thus, 93.9% of the female superintendents, according to the board president, served as classroom teachers prior to the superintendency compared to 73.5% of the male superintendents. The Chi-square value of 5.08 resulted in a significance level of .02415 indicating that there is a significant difference with regard to gender and whether the current superintendent served as a classroom teacher prior to the superintendency.

TABLE 11
CURRENT SUPERINTENDENT STRENGTHS (N=68)

	Female* Weighted	Female Rank	Male* Weighted	Male Rank	Total** #1 Only	%
Personal Characteristics	45	1	52	1	26	38.8%
Change Agent	7		5		2	3.0%
Continuity/ Maintenance	8		13		6	9.0%
Instructional Leader	25	3	25	3	13	19.4%
Financial Management	10		14		3	4.5%
Collaboration/ Consensus	7		18		5	7.5%
Leadership/ Collaborative	38	2	33	2	11	13.4%
Management/ Directive	25	3	23	4	9	13.6
Specific Task	1		0		1	1.5
Other	2		6		0	

*Weighted Score

**First Ordinal Rank Only

Respondents were asked to rank the top three most important factors that contributed to the hiring of this superintendent. The weighted score that is reflected in Table 11 Current Superintendent Strengths was computed by attributing points as follows: First ordinal rank equaled three points; second ordinal rank equaled two points, and third ordinal rank equaled one point. Points were tallied for each response based on this formula. The factors listed in the table were then ranked according to this weighted score.

Both male and female superintendents were selected by the majority of respondents first for their personal characteristics, second, for their skills as a collaborative leader, and third, for their abilities as an instructional leader for the district. The female weighted score also indicated that directive management skills were important. The score of 25 ties with the instructional leader score for female superintendents. Board presidents of male superintendents also indicated that directive management skills were important at the time of hiring, ranking these skills fourth.

If first choices are ranked alone, the same three strengths emerge as in the weighted response; however, instructional leadership skills edged collaborative leadership skills for the second most important characteristic for this sample. No significant difference was found between the two groups.

In summary, null hypothesis I states: There will be no significant difference between the boards that hire male and female superintendents and current superintendent information, as measured by the Superintendent Study Survey. This hypothesis is rejected; the data showed that significantly more male superintendents had served as principals than did the female superintendents. Also, the data showed that the female superintendents had

served as classroom teachers significantly more than their male counterparts, as reported by their board presidents.

The findings of the data with regard to the principalship were not particularly surprising as female administrators do tend to follow career paths other than the traditional male administrative route to the superintendency that includes the principalship. Women may occupy roles of director or coordinator before reaching the assistant superintendent or superintendent level. It should be noted that no statistical difference existed between male and female superintendents with regard to serving as an assistant superintendent.

The findings of the data with regard to serving as a classroom teacher were surprising as administrators in Illinois must work as classroom teachers or other "certified" positions prior to administrative endorsement. One possible explanation of the data may be that board presidents do not think of male superintendents as having served as teachers because, in general, men enter school administration at an earlier age than women. Women, in general, serve much longer as classroom teachers prior to holding administrative positions. This time factor may have colored the perceptions of the board presidents responding to this survey.

Hypothesis II

Null hypothesis II states: There will be no significant difference between the boards that hire male and female superintendents and the selection of the current superintendent, as measured by the Superintendent Study Survey.

Null hypothesis II was addressed by responses to survey Section II: Selection of the Current Superintendent, questions 1 to 8. Tables detailing each question's total number of responses to each item, disaggregated responses by gender of superintendents, and related percentages follow. If an item proved statistically significant, the Chi-square value and the significance is noted in the narrative. Table 12 indicates Use of an Outside Consultant. Table 13 further illustrates Outside Consultants by specifying for those who used a consultant, the type of consultant employed in the search. Table 14 specifies the Scope of Superintendent Search. Table 15 summarizes the Male/Female Ratio in Final Round Interviews. Table 16 indicates Constituents' Influence on Selection of Superintendent. Table 17 further illustrates Constituents' Influence on Selection of Superintendent, Weighted Scores and Rank by Gender. Table 18 delineates Important Issues Facing the Board at the Time of Hiring.

TABLE 12
SELECTION PROCESS

USE OF AN OUTSIDE CONSULTANT (N=68)

	Female	%	Male	%	Total	%
Outside Consultant	17	51.5%	18	51.4%	35	51.5%
No Outside Consultant	16	48.5%	17	48.6%	33	48.5%

This table indicates the number of school boards who employed the assistance of an outside consultant during the hiring of the last superintendent. No significant difference was found in relation to gender of current superintendent. A total of 35 board presidents indicated their boards used an outside consultant, dividing nearly equally between those who hired female superintendents (51.5%) and those who hired male superintendents (51.4%).

TABLE 13
OUTSIDE CONSULTANTS (N=35)

	Female	%	Male	%	Total	%
School Board Association	7	41.2%	5	27.8%	12	34.3%
Regional Superintendent	0	0.0%	0	0.0%	0	0.0%
University/Professor	0	0.0%	1	5.6%	1	2.9%
Private Consulting Service	10	58.8%	12	66.7%	22	62.9%

Table 13 indicates the types of outside consultants used in the hiring of the last superintendent and the degree to which these consultants were employed. No significant difference was found between female and male superintendents in terms of the types of outside consultants used in the process. Of note, over half (62.9%) of the boards utilized the services of a private consulting firm. Boards that hired male superintendents utilized a private consulting service more frequently (66.7%) than those that hired female superintendents (58.8%).

Fewer than half the boards (34.3%) used the services of the school board association, boards hiring female superintendents (41.2%) doing so more frequently than those who hired male superintendents (27.8%). No board president indicated the use of a regional superintendent in the hiring process, while one board president specified the use of a university professor in the process.

TABLE 14

SCOPE OF SUPERINTENDENT SEARCH (N=63)

	Female	%	Male	%	Total	%
Nationally	11	35.5%	12	37.5%	23	36.5%
Regionally	11	35.5%	12	37.5%	23	36.5%
Locally	9	29.0%	8	25.0%	17	27.0%
Total	31	49.2%	32	50.8%	63	100%

Table 14 indicates the scope of the superintendent search indicated by the sample of school board presidents. No significant difference was found between female and male superintendents in terms of scope of

superintendent search. Distribution across the cells was proportionally equivalent with boards hiring female superintendents conducting a national search (35.5%) in equal proportion with their conducting a regional search (35.5%). Boards that hired male superintendents also divided equally between national searches (37.5%) and regional searches (37.5%). Both groups conducted local searches less frequently, with boards of female superintendents indicating they do so slightly more frequently (29.0%) than boards that hired male superintendents (25.0%).

TABLE 15
FINAL ROUND INTERVIEWS
MALE/FEMALE RATIO** (N=64)

	Female	Male	Total	%
One Person in Final Round	8	5	13	20.3%
Zero Women in Final Round	--	16	16	25.0%
One Woman in Final Round	17	9	26	40.6%
>One Woman in Final Round	6	3	9	14.1%

*significant, alpha = .05

Table 15 indicates the number of candidates in the final round of interviews for the superintendent search. The table further illustrates when only one person was interviewed and the number of women in the final round. Counts are unduplicated. Hence, if the female superintendent were the only person in the final round, then she would be recorded as "one person in final round" and not list as "one woman in final round." Also, a male superintendent who was the lone candidate is represented in Table 15 as "one person in final round" and his count is not duplicated under "zero

women in final round." The category "one man final round" is not included here as all final round interviews that had more than one person had at least one male.

If boards that hired male candidates are examined, the results reveal that no women were represented in the final rounds of 48.5% ($n=16/33$). The count increases when the lone male candidates are added to the total, bringing the count to 63.6% ($n=21/33$). On the other hand, if boards that hired female superintendents are considered alone, then male candidates were excluded only when a single female was interviewed in the final round, or 25.8% ($n=8/31$) of the total. When all boards are considered, those that hired male and female superintendents, all final round interviews conducted included at least one woman 67.2% of the time ($n=43/64$). This count includes all lone female candidates plus all female candidates from both male and female hiring boards who indicated that they interviewed one or more female candidates.

Once all the information in Table 15 was analyzed, the Chi-square value of 20.11 resulted in a significance level of .000, indicating there is a significant difference with regard to the gender of the current superintendent and the number of women in the final round of interviews. Thus, men are included more often in final rounds and in greater numbers than women, yet greater numbers of women were included in final round interviews when a female superintendent was ultimately hired.

TABLE 16
 CONSTITUENTS' INFLUENCE ON SELECTION OF SUPERINTENDENT
 GROUP TOTALS (N=67)

	Great	%	Some	%	None	%
Current Board	65	97%	2	3%	0	--
Former Board	5	7.8%	14	21.9%	45	70.3%
Teachers	7	10.6%	47	71.2%	12	18.2%
Administrators	11	17.2%	40	62.5%	13	20.3%
Classified Staff	1	1.5%	28	43.1%	36	55.4%
Community	3	4.6%	37	56.9%	25	38.5%
Parents	4	6.2%	30	46.2%	31	47.7%
Students	1	1.6%	11	17.2%	52	81.3%
Religious Groups	0	--	1	1.6%	63	98.4%
Political Groups	0	--	1	1.6%	61	98.4%
Other	0	--	1	4.3%	22	95.7%

Table 16 displays the influence of constituents on school boards in the selection of the superintendents. Table 16 combines the responses of boards that hired female superintendents with those that hired male superintendents. As a group, boards indicated that they relied most heavily on the opinions of current board members with 65 board presidents indicating that the current board had "great" influence on the selection of the current superintendent. Administrators and teachers exerted the next level of influence, with some boards (17.2%) indicating that administrators had "great" influence and many more boards (62.5%) indicating they had "some"

influence. Board members indicated that teachers had "some" influence (71.2%), but indicated to a lesser degree that they had "great" influence (10.6%). No significant difference was found between the two groups. Table 17 disaggregates the influence of constituents by boards that hired female superintendents compared to boards that hired male superintendents and assigns weighted scores based on their responses.

TABLE 17

CONSTITUENTS' INFLUENCE ON SELECTION OF SUPERINTENDENT
WEIGHTED SCORES* AND RANK BY GENDER (N=67)

	Female Weighted Score*	Rank	Male Weighted Score*	Rank	Total	Rank
Current Board	64	1	68	1	132	1
Former Board	13		11		24	
Teachers	30	2	31	3	61	3
Administrators	26	3	36	2	62	2
Classified Staff	16		14		30	
Community	23		20		43	
Parents	18		20		38	
Students	5		8		13	
Religious Groups	0		1		1	
Political Groups	0		1		1	
Other	1		0		1	

Table 17 indicates the influence constituents had on the board during the selection of the current superintendent. Respondents were asked to indicate the level of influence ("great," "some," or "none") that various constituents had on the board during the hiring of the current superintendent. The weighted score that is reflected in Table 17 Constituents Influence on Selection of Superintendent, Weighted Scores and Rank by Gender was computed by attributing points as follows: "great" was given two points; "some" was given one point, and "none" was given zero points. Points were tallied for each response based on this formula. The factors listed in the table were then ranked according to this weighted score. Only ranks one to three are designated in Table 17.

Table 17 illustrates that the weighted scoring system yielded similar results to those in Table 16. Boards in this study relied most heavily on their own opinion more than twice as much as any other source. Administrators and teachers ranked second and third by boards, with those that hired female superintendents relying on teachers' influence more often than administrators' influence. The opposite was true with those boards that hired male superintendents, with their indicating that administrators exerted more influence on their decision to hire the current superintendent than teachers. Again, no significant difference was found between the two groups.

TABLE 18
 IMPORTANT ISSUES FACING THE BOARD
 AT THE TIME OF HIRING (N=65)

	Female Weighted Score*	Rank	Male Weighted Score	Rank	Total** First Choice	Rank
Discipline	5		6		1	
Declining Enrollment	2		3		0	
Achievement	15		26	3	9	3
Cultural & Human Relations	14		4		2	
Site-based Management	8		10		1	
Curriculum & Instruction	32	2	52	1	16	2
At-risk Students	5		0		0	
Accountability	16	3	21		7	
Teachers' Union	6		10			
Finances	41	1	37	2	17	1
School Reform	6		12		3	
Growth	7		14		5	
Parents	0		1		0	
Other	14		9		4	

Table 18 indicates the issues facing the board at the time the current superintendent was hired. Respondents were asked to rank the three most important issues. Weighted scores were assigned as follows: first ordinal rank was given three points, second ordinal rank was given two points, and third ordinal rank was given one point. The points for each item were compiled for boards that hired female superintendents and for those that hired male superintendents. Table 18 also indicates the total number of board presidents, those who hired male and female superintendents, who indicated an item as their first choice.

No significant difference was found between the two groups. Board presidents who hired female superintendents indicated that finances were the top issue facing the board at the time of hiring. Boards that hired male superintendents indicated that this issue ranked second behind curriculum and instruction. Boards that hired female superintendents selected curriculum and instruction as the second most important issue facing the board at the time of hiring.

The third most important issue facing boards at the time of hiring is not as clear-cut for those who hired female superintendents. Accountability surfaced as the third most important issue facing the board, while achievement followed closely behind by one point. Achievement was selected by boards who hired male superintendents as the third most important issue facing the board during the hiring of the current superintendent.

Examining the first choice of the composite of both groups, school finances emerged as the issue selected most often as the most important issue facing the board, followed closely by curriculum and instruction.

Achievement was indicated as the third issue selected as "most important" by the boards.

In summary, null hypothesis II states: There will be no significant difference between the boards that hire male and female superintendents and the selection of the current superintendent, as measured by the Superintendent Study Survey. This hypothesis is rejected.

The data in this section shows that a significant difference existed in the selection process of the current superintendent as related to gender as related to the number of female candidates in the final round of interviews. Other than this one instance, no significant differences were found. Perhaps few statistical differences were found because the sample was matched by IASA region. Boards' use of consultants and the scope of the search were most likely a reflection of the region than the gender of the superintendent. Boards from more rural areas of the state indicated that they tended to use a school board association for assistance in their search, while more suburban boards tended to work with private consulting services. Based on the costs of using consulting services, a correlation might be found between use of a private consulting service and the stability or abundance of district finances. This study did not attempt to analyze questions related to finance or one region of the state compared to another.

Influence on the boards' decision to hire and important issues facing the board at the time of hiring may reflect the state as a whole, and possibly, reflect the country as a whole during 1994. As elected officials imbued with the power of their constituents, board displayed great confidence in their own perceptions when hiring the superintendent. The issues that faced the board at the time of hiring appear to reflect not only state, but also national

issues of improving student progress while at the same time, compensating for shrinking financial resources that were so prevalent in 1994.

The data in this study showed that most differences between boards that hired male and female superintendents were not significant. The major exception in the hiring of superintendents was the number of women in the final round. Ideally, every final round would include at least one woman. Rather than including women in the final round 100% of the time, this study showed that at least one woman was included in 67.2% of the time. According to this study, boards that hired female superintendents included women in the final round significantly more often than boards that hired male superintendents. Perhaps these boards had a greater inclination to consider female candidates seriously. Thus, the playing field is fairly level for male and female candidates, especially within a specific region of the state. Perhaps the biggest obstacle to aspiring female superintendents remains breaking the barrier into the final round of interviews.

Hypothesis III

Null hypothesis III states: There will be no significant difference between the boards that hire male and female superintendents and previous superintendent information, as measured by the Superintendent Study Survey.

Null hypothesis III was addressed by responses to survey Section III: Previous Superintendent Information, questions 1 to 13. Tables detailing each question's total number of responses to each item, disaggregated responses by gender of superintendents, and related percentages follow. If an item proved statistically significant, the Chi-square value and the

significance is noted in the narrative. Table 19 indicates the Gender of the Previous Superintendent. Table 20 indicates Previous Superintendent Age. Table 21 specifies Previous Superintendent Race.

Table 22 verifies Previous Superintendent Educational Background. Table 23 delineates Previous Superintendent Tenure in Position. Table 24 specifies Previous Superintendent Hiring Origins. Table 25 illustrates Previous Superintendent's Reason for Departure from the position of superintendent. Table 26 indicates the board president's perspective on Previous Superintendent's Performance Quality. Table 27 further illustrates the perception of performance in Community/Board Agreement on Perception of Previous Superintendent. Table 28 specifies Previous Superintendent Strengths. Table 29 indicates the board president's perception of Previous Superintendent Weaknesses. Finally, Table 30 indicates the Gender of the Last Three Superintendents.

TABLE 19

GENDER OF PREVIOUS SUPERINTENDENT (N=68)

Previous Superintendent	Female	%	Male	%	Total	%
Female	1	3%	0	0.0%	1	1.5%
Male	32	97%	35	100%	67	98.5%

Table 19 illustrates the gender of the previous superintendent, disaggregated by gender of the present superintendent. No significant difference was found between the two groups. A total of 67 board presidents responded to this question. Of note, all but one previous superintendent

replaced by the current superintendent were male. Thus, the 32 women reflected in this study replaced 32 men in the superintendency. On the other hand, the 35 men reflected in this study replaced 35 men.

TABLE 20
PREVIOUS SUPERINTENDENT AGE (N=68)

Age	Female	%	Male	%	Total	%
30 - 35	0		0			
36 - 40	1	3.0%	0	0.0%	1	1.5%
41 - 45	2		4			
46 - 50	8	30.3%	3	20.0%	17	25.0%
51 - 55	14	42.4%	9	25.7%	23	33.8%
56 - 60	6		14			
Over 60	2	24.2%	5	54.3%	27	39.7%

Table 20 illustrates the previous superintendent's age, disaggregated by board presidents of present female and male superintendents. No significant difference was found between the two groups. In general, current female superintendents replaced younger superintendents compared to current male superintendents, who generally replaced slightly older superintendents. In fact, current male superintendents replaced other male superintendents who were at least 56 years old in nearly 40% of the instances reported.

TABLE 21
PREVIOUS SUPERINTENDENT RACE (N=68)

Race	Female	Male	Total	%
Caucasian	33	34	67	98.5%
Black	0	0	0	0
Hispanic	0	0	0	0
Asian	0	0	0	0
Native American	0	1	1	1.5%

Table 21 illustrates the race of the previous superintendents. No significant difference was found between the two groups. Most previous superintendents were Caucasian (98.5%), except one native American (1.5%). This superintendent was replaced by another native American.

TABLE 22
PREVIOUS SUPERINTENDENT EDUCATIONAL BACKGROUND (N=66)

	Female	%	Male	%	Total	%
Bachelor	0	0.0%	1	1.5%	1	1.5%
Masters	19	57.6%	16	45.7%	34	50.7%
Doctorate	14	42.4%	17	48.6%	31	45.6%

Table 22 illustrates the educational background of the previous superintendent, disaggregated by gender of current superintendent. No significant difference was found between the two groups. Current male

superintendents replaced slightly better educated superintendents than female superintendents. Of the previous superintendents who were replaced by male superintendents, 45.7% held masters degrees while 48.6% held doctorates. Of the previous superintendents who were replaced by female superintendents, 57.6% held masters degrees while 42.4% held doctorates.

TABLE 23

PREVIOUS SUPERINTENDENT TENURE IN POSITION (N=68)

	Female	%	Male	%	Total	%
> 6 years	17	51.5%	17	48.6%	34	50.0%
4 - 6 years	6	18.2%	8	22.9%	14	20.6%
1 - 3 years	10	30.3%	10	28.6%	20	29.4%

Table 23 delineates the number of years the previous superintendent held the position. No significant difference was found between the two groups. Of note, while current male superintendents replaced slightly older superintendents than female superintendents, current female superintendents replaced superintendents with slightly more experience in the position, 51.5% compared to 48.6% for superintendents who held the position for more than six years.

TABLE 24

PREVIOUS SUPERINTENDENT HIRING ORIGINS (N=68)

	Female	%	Male	%	Total	%
Within the District	10	30.3%	8	22.9%	18	26.5%
Outside the District	23	69.7%	27	77.1%	50	73.5%
Total	33	48.5%	35	51.5%	68	100%

Table 24 illustrates the hiring origins of previous superintendents. No significant difference was found between the two groups. Of note, most previous superintendents were hired from outside the district, with 69.7% of the present female superintendents and 77.1% of present male superintendents replacing superintendents who were hired from outside the district. Slightly more female superintendents (30.3%) replaced superintendents hired from within the district compared to their male counterparts (22.9%).

TABLE 25

PREVIOUS SUPERINTENDENT'S REASON FOR DEPARTURE (N=68)

	Female	%	Male	%	Total	%
Retired	17	51.5%	25	62.9%	39	57.4%
Accepted Position in Another District	14	42.4%	9	25.7%	23	33.8%
Relieved of Duties/ Assigned to Other Duties	0	0.0%	0	0.0%	0	0.0%
Fired	0	0.0%	1	2.9%	1	1.5%
Resigned	1	3.0%	2	5.7%	3	4.4%
Left Education	1	3.0%	0	0.0%	1	1.5%
Other	0	0.0%	1	2.9%	1	1.5%

Table 25 illustrates the previous superintendents' reasons for leaving the superintendency under study. No significant difference was found between the responses of board presidents who hired female superintendents and those who hired male superintendents. The first two rows of Table 25 illustrate the vast majority of reasons for leaving the superintendency. Current male superintendents replaced more retiring superintendents (62.9%) than did current female superintendents (51.5%). Current female superintendents replaced more superintendents who accepted positions in another district (42.4%) compared to current male superintendents (25.7%).

TABLE 26

PREVIOUS SUPERINTENDENT- PERFORMANCE QUALITY (N=67)

	Female	%	Male	%	Total	%
Exceeded Expectations	11	34.4%	11	31.4%	22	32.8%
Met Expectations	11	34.4%	12	34.3%	23	34.3%
Fell Short of Expectations	9	28.1%	12	34.3%	21	31.3%
Other	1	3.1%	0	0.0%	1	1.5%

Table 26 illustrates the board president's perception of the quality of work of the previous superintendent. No significant difference was found between the perceptions of board presidents who hired female superintendents and those who hired male superintendents. The distributions of perceptions fell nearly in equal thirds, as opinions were divided between previous superintendents' work quality as exceeding expectations, meeting expectations, and falling short of expectations. Slightly more previous superintendents who were replaced by male superintendents (34.3%) were rated as falling short of expectations compared to those replaced by female superintendents (28.1%)

TABLE 27
COMMUNITY/BOARD AGREEMENT ON PERCEPTION OF
PREVIOUS SUPERINTENDENT (N=68)

	Female	%	Male	%	Total	%
Community/Board Agree	25	75.8%	28	80.0%	53	77.9%
Community/Board Disagree	1	3.0%	4	11.4%	5	7.4%
Don't Know	7	21.2%	3	10.0%	10	14.7%

Table 27 specifies the number of boards who agreed and disagreed with their communities about the quality of the previous superintendent's work. No significant difference was found between the boards who hired female superintendents and those who hired male superintendents. At least 75% of all boards were in agreement with their communities about the quality of the previous superintendent's work.

Of the few who stated they were not in agreement with their communities, two board presidents stated that the community liked the superintendent because he/she was good at public relations, but they did not know about the internal problems, such as lack of knowledge concerning Illinois law and finance. Several board presidents stated that the community disliked the superintendent personally and did not give him credit for his accomplishments. Another stated that the community and the board just disagreed. The board liked him.

TABLE 28
PREVIOUS SUPERINTENDENT STRENGTHS (N=61)

	Female*	Female	Male*	Male	Total**	%
	Total	Rank	Total	Rank	#1 Only	
Personal Characteristics	12	2	15	2	20	32.3%
Change Agent	2		7		3	4.8%
Continuity/ Maintenance	7		8		9	14.5%
Instructional Leader	2		4		1	1.6%
Financial Management	17	1	16	1	16	25.8%
Collaboration/ Consensus	7		6		2	3.2%
Leadership/ Collaborative	4		7		1	1.6%
Management/ Directive	12	3	14	3	2	3.2%
Work with Board	12	3	14	3	4	6.5%
Specific Task	1		1		1	1.6%
Other	4		3		2	3.2%

Table 28 delineates the strengths of the previous superintendents.

Respondents were asked to select the three most important strengths of the previous superintendent. They were not asked to rank these strengths, yet some did do this. No significant difference was found between the responses of board presidents who hired female superintendents and those who hired male superintendents.

Columns marked with "*" were computed by assigning one point to each response given, regardless of ranking. When responses of boards who hired females was compared to boards who hired male superintendents, few differences are found in their evaluations of the previous superintendent's strengths.

The column marked with "***" were computed by compiling only the items marked by respondents as the most important strength of the previous superintendent. If columns two through five are compared to columns six and seven, a few differences are found. When examining those attributes delineated as most important, personal characteristics emerged with the most responses (32.3%). Financial management received 25.8% of the responses, ranking second in the group, and continuity/maintenance received 14.5%, ranking third.

TABLE 29

PREVIOUS SUPERINTENDENT WEAKNESSES (N=56)

	Female* Total	Female Rank	Male* Total	Male Rank	Total** #1 Only	%
Personal Characteristics	8		12	1	16	28.1%
Change Agent	12	1	9		10	17.5%
Continuity/ Maintenance	3		6		2	3.5%
Instructional Leader	11	2	10	3	10	17.5%
Financial Management	10	3	7		6	10.5%
Collaboration/ Consensus	10	3	11	2	5	8.8%
Leadership/ Collaborative	6		10	3	5	8.8%
Management/ Directive	6		5		1	1.8%
Work with Board	5		7		0	0.0%
Specific Task	2		1		0	0.0%
Other	1		5		1	1.8%

Table 29 delineates the weaknesses of the previous superintendents. Respondents were asked to select the three greatest weaknesses of the previous superintendent. They were not asked to rank these weaknesses, yet some did do this. No significant difference was found between the responses of board presidents who hired female superintendents and those who hired male superintendents.

Columns marked with "*" were computed by assigning one point to each response given, regardless of ranking. When responses of boards that hired females were compared to boards that hired male superintendents, few differences were found in their evaluations of the previous superintendent's weaknesses. Yet, boards that replaced the previous superintendent with a female noted more often than any other response that the previous superintendent's greatest weakness was that of a "change agent." Those who replaced the previous superintendent with a male selected "personal characteristics" as the greatest weakness of the previous superintendent.

The columns marked with "***" were computed by compiling only the items marked by respondents as the greatest weaknesses of the previous superintendent. If columns two through five are compared to columns six and seven, a few differences are found. When examining those attributes delineated as greatest weaknesses, personal characteristics emerged with the most responses (28.1%). Instructional leadership and change agent tied with 17.5% of the responses, ranking second in the group, and financial management received 10.5%, ranking fourth.

TABLE 30
GENDER OF LAST THREE SUPERINTENDENTS (N=63)

	Female	%	Male	%	Total	%
3 Males/0 Females	25	80.6%	30	93.8%	55	87.3%
At Least 1 Female	6	19.4%	2	6.25%	8	12.7%

Table 30 specifies the gender of the previous three superintendents in the district. This table illustrates that the vast majority of the previous superintendents were male (87.3%). Only 12.7% of the total had at least one female superintendent out of the last three in the district. No significant difference was found between the two groups.

In summary, null hypothesis III states: There will be no significant difference between the boards that hire male and female superintendents and previous superintendent information, as measured by the Superintendent Study Survey. This hypothesis is not rejected.

The data shows that male and female superintendents in this study, by-and-large, replaced essentially the same type superintendent. Again, by using matched pairs of male and female superintendents, selected by IASA region, the results may be more controlled than those found in other studies. Generally, most superintendents in this study replaced older, Caucasian males whose strengths were knowledge of school finance and personal characteristics. No statistical differences were found between those superintendents who were replaced by female superintendents and those who were replaced by male superintendents. While not statistically significant, the data indicated that women may have replaced male superintendents who moved on to bigger and better positions, while male superintendents more often replaced retiring superintendents. Could this

finding be an indication of the relative status of a given position? As this study was not designed to correlate hiring of male and female superintendents with status of the superintendency, the question remains.

Hypothesis IV

Null hypothesis IV states: There will be no significant difference between the boards that hire male and female superintendents and board member information, as measured by the Superintendent Study Survey.

Null hypothesis IV was addressed by responses to survey Section IV: Board Member Information, questions 1 to 12. Tables detailing each question's total number of responses to each item, disaggregated responses by gender of superintendents, and related percentages follow. If an item proved statistically significant, the Chi-square value and the significance is noted in the narrative. Table 31 delineates Size of Board of Education. Table 32 details the Gender Composition of the Board. Table 33 specifies Board Member Race. Table 34 illustrates Board Member Age. Table 35 identifies Board Member Educational Background. Table 36 illustrates Marital Status of Board. Table 37 establishes the number of Board Members with Children Currently in District. Tables 38 and 39 delineates Board Member Employment Status and Occupation/Profession, respectively. Table 40 specifies Board Member Spouse Occupation/Profession. Table 41 illustrates Board Member Income Level, and Table 42 defines Length of Service as Board Member.

TABLE 31
SIZE OF BOARD OF EDUCATION (N=68)

	Female	%	Male	%	Total	%
7 Members	32	97.0%	35	100%	67	98.5%
6 Members	1	3.0%	0	0.0%	1	1.5%

Table 31 specifies the size of the Board of Education. All boards except one had seven members. The one board president who stated the membership was six, noted that one member had abstained from the superintendent selection process. Otherwise, this board would have had seven members as well. No significant difference was found between boards that hired female superintendents and those that hired male superintendents.

TABLE 32
GENDER COMPOSITION OF BOARD (N=67)

	Female	%	Male	%	Total	%
7 Males/0 Females	3	9.3%	0	0.0%	3	4.5%
6 Males/1 Females	7	21.9%	4	11.4%	11	16.4%
5 Males/2 Females	11	34.4%	14	40%	25	37.3%
4 Males/3 Females	7	21.9%	10	28.6%	17	25.4%
3 Males/4 Females	4	12.5%	4	11.4%	8	11.9%
2 Males/5 Females	0	0.0%	3	8.6%	3	4.5%
1 Male/6 Females	0	0.0%	0	0.0%	0	0.0%
0 Males/7 Females	0	0.0%	0	0.0%	0	0.0%

Table 32 specifies the ratio of male to female board members of those board presidents who responded to the survey. No significant difference was found between the two groups. This table reveals that boards with at least six male members tended to hire females over males; specifically, nearly a third (31.2%) of the female superintendents represented here were hired by this group compared to 11.4% of the male group. On the other hand boards with a female majority (≥ 4) hired only 12.5% of the female superintendents compared to their hiring 20.0% of the male superintendents.

TABLE 33
BOARD MEMBER RACE (N=66)

Race	Female	Male	Total	%
Caucasian	207	231	438	94.8%
Black	9	6	15	3.2%
Hispanic	0	1	1	.2%
Asian	1	0	1	.2%
Native American	0	7	7	1.5%

Table 33 indicates the race of board members who participated in this study. Overwhelmingly, board members who hired male and female superintendents are Caucasian (94.8%). Minorities comprised 5.1% of the total group. No significant difference was found between the two groups.

TABLE 34
BOARD MEMBER AGE (N=68)

Age	Female	%	Male	%	Total	%
21 - 35	24	10.5%	19	7.8%	43	9.1%
36 - 45	119	52.0%	129	52.7%	248	52.3%
46 - 65	79	34.5%	90	36.7%	169	35.7%
Over 65	7	3.1%	7	2.8%	14	3.0%

Table 34 illustrates age ranges of board members, disaggregated by those who hired female and male superintendents, respectively. No

significant difference was found between the two groups. Boards that hired female superintendents had a slightly higher number (2.7%) of board members in the 21 to 35 age range compared to their male hiring counterparts. Boards that hired male superintendents showed a slightly higher number (2.9%) of members between the ages of 36 to 65, compared to the boards that hired females.

TABLE 35

BOARD MEMBER EDUCATIONAL BACKGROUND (N=67)

	Female	%	Male	%	Total	%
H.S. Graduate	46	22.8%	59	22.3%	105	22.5%
Some College	41	20.3%	52	19.7%	93	20.0%
Bachelors Degree	63**	31.2%	108**	40.9%	171	36.7%
Advanced Degree	52	25.7%	45	17.0%	97	20.8%

**significant, alpha = .05

Table 35 specifies the educational background of participating board members. Of those members hiring female superintendents, 56.9% held college degrees compared to 57.9% of those who hired male superintendents. Of those college graduates, those who held bachelors degrees were statistically significant at .00, $\chi^2 = 9.94$. Of those board members who hired female superintendents, 63 held bachelor degrees compared to 108 board members holding bachelors degrees who hired male superintendents.

TABLE 36
MARITAL STATUS OF BOARD (N=68)

	Female	%	Male	%	Total	%
7 Married/0 Unmarried	25	75.8%	29	82.9%	54	79.4%
6 Married/1 Unmarried	7	21.2%	5	14.3%	12	17.6%
4 Married/3 Unmarried	0	0.0%	1	2.9%	1	1.5%
0 Married/7 Unmarried	1	3.0%	0	0.0%	1	1.5%

Table 36 specifies the number of board members who are married. No significant difference was found between the two groups. Predominately, most board members are married. Of those boards that hired female superintendents, 75.8% reported seven out of seven members as married. An additional 21.2% reported six out of seven members as married. Of those boards that hired male superintendents, 82.9% reported all members as married, while an additional 14.3% reported that six out of seven members were married at the time the survey was conducted.

TABLE 37
BOARD MEMBERS WITH CHILDREN CURRENTLY IN DISTRICT (N=67)

	Female	%	Male	%	Total	%
Children in District	157	69.8%	167	69.0%	324	69.4%
No Children in District	68	30.2%	75	31.0%	143	30.6%

Table 37 defines the number of board members according to those who do and do not have children currently attending district schools. No significant difference was found between the two groups. Percentages are within one percent of each other, showing 69.4% of board members with children in district schools, leaving 30.6% of board members without children currently attending district schools.

TABLE 38

BOARD MEMBER EMPLOYMENT STATUS (N=66)

	Female	%	Male	%	Total	%
Employed	194	90.7%	217	88.6%	411	89.5%
Retired	8	3.7%	7	2.9%	15	3.3%
Houseperson	12	5.6%	21	8.6%	33	7.2%

Table 38 illustrates the number of board members who were reported as employed, retired, or working as a houseperson. No significant difference was found between the two groups. Most board members were listed as employed, with those who hired female superintendents showing 90.7% as employed. Boards that hired male superintendents reported slightly less than the female group at 88.6%. This group also showed a higher number (8.6%) of members working as a houseperson than did the female group (5.6%).

TABLE 39
BOARD MEMBER OCCUPATION/PROFESSION (N=67)

	Female	%	Male	%	Total	%
Professional/ Semi-professional	55	26.8%	72	32.0%	127	29.5%
Manager/Executive	30**	14.6%	40**	17.8%	70	16.3%
Self-employed/ Business Owner	25	12.2%	32	14.2%	57	13.3%
Sales	8	3.9%	3	1.3%	11	2.6%
Clerical & Related	13	6.3%	17	7.6%	30	7.0%
Trades & Crafts	21	10.2%	27	12.0%	48	11.2%
Farming	33	16.1%	23	10.2%	56	13.0%
Don't Know	1	.5%	1	.4%	2	.5%
Other	19	9.3%	10	4.4%	29	6.7%

*significant, alpha = .05

Table 39 indicates the board members' occupation or profession. Of those listed, "managers/executives" proved statistically significant at .04, $\chi^2 = 9.97$. Of those who hired female superintendents, 30 were listed as managers or executives, while 40 were named the same by those who hired male superintendents. Board members who hired female superintendents who listed "other" specified occupations such as laborer (n = 9), coal miner (n = 1), clergy (n = 1), postal employee (n = 2), education (n = 2), and housewife (n = 2). Board members who hired male superintendents specified "other" occupations as homemaker (n = 5), retired (n = 2), and education (n = 3).

TABLE 40

BOARD MEMBER'S SPOUSE OCCUPATION/PROFESSION (N=58)

	Female	%	Male	%	Total	%
Professional/ Semi-professional	42	23.2%	83	36.9%	125	30.8%
Manager/Executive	14	7.7%	18	8.0%	32	7.9%
Self-employed/ Business Owner	14	7.7%	12	5.3%	26	6.4%
Sales	2**	1.1%	7**	3.1%	9	2.2%
Clerical & Related	31	17.1%	28	12.4%	59	14.5%
Trades & Crafts	18	9.9%	22	9.8%	40	9.9%
Farming	12	6.6%	12	5.3%	24	5.9%
Don't Know	14	7.7%	30	13.3%	44	10.8%
Other	34**	18.8%	13**	5.8%	47	11.6%

*significant, alpha = .05

Table 40 delineates the occupations of board members' spouses. Of those listed, "sales" proved statistically significant at .04, $X^2 = 6.63$. Also, "other" proved statistically significant at .01, $X^2 = 5.90$. Of those who listed "other" and provided a description of that occupation, those who hired female superintendents specified that "other" indicated "housewife/houseperson" most often ($n = 26$). The second most frequent answer was "labor" ($n = 5$). The third most frequent answer for this group was "education" ($n = 3$). Of those boards who hired male superintendents,

"housewife/houseperson" was listed most frequently ($n = 12$), with postal worker as the only other specified answer ($n = 1$).

TABLE 41
BOARD MEMBER INCOME LEVEL (N=51)

	Female	%	Male	%	Total	%
Under \$25,000	15	9.4%	17	8.9%	32	9.1%
\$25,000 - \$35,000	35	21.9%	39	20.3%	74	21.0%
\$36,000 - \$50,000	43	26.9%	73	38.0%	116	33.0%
\$51,000 - \$75,000	33	20.6%	33	17.2%	66	18.8%
Over \$75,000	34	21.3%	30	15.6%	64	18.2%

Table 41 illustrates the income level of board members. No significant difference was found between the two groups. Slight differences were found in those earning under \$35,000. Some difference were apparent in the \$36,000 to \$50,000 range, with boards that hired male superintendents holding 11.1% more of these salaries than those boards who hired female superintendents. When examining salaries over \$51,000, boards that hired female superintendents out earned boards that hired male superintendents by 9.1%. Seventeen boards did not respond to this question.

TABLE 42
LENGTH OF SERVICE AS BOARD MEMBER (N=66)

	Female	%	Male	%	Total	%
1 - 2 Years	61	28.2%	83	33.9%	144	31.2%
3 - 4 Years	55	25.5%	58	23.7%	113	24.5%
5 - 6 Years	32	14.8%	27	11.0%	59	12.8%
7 - 8 Years	24	11.1%	38	15.5%	62	13.4%
≥ 8 Years	44	20.4%	39	15.9%	83	18.0%

Table 42 illustrates the length of service of each board member reflected in the study. No significant difference was found between the two groups. On average, the majority (55.7%) has served fewer than five years as a board member.

In summary, null hypothesis IV states: There will be no significant difference between the boards that hire male and female superintendents and board member information, as measured by the Superintendent Study Survey. This hypothesis is rejected; the data showed a significant (.05) difference between female and male superintendents with regard to the number of college graduates (bachelors degrees) among board members, the number of managers and executives among board members, the number of board members' spouses who were in sales, and the number of board members' spouses whose occupations were listed as "other."

That data showed that significantly more board members of male superintendents had earned bachelors degrees compared to board members of female superintendents. The findings of the data were surprising in light

of the study completed by Dr. Marietti in 1992 in which she found the opposite to be true. Some differences between her study and this one include that no statistical measures were conducted in the study and she did not use matched pairs of superintendents by regions. Dr. Marietti's findings that boards that hired female superintendents were more likely college educated than those who hired male superintendents may be attributed, at least in part, to the regional demographics from which the superintendents originated.

This data that shows that significantly more board members who hired male superintendents had earned bachelor degrees may reflect the perpetuation of the corporate cycle of promoting fellow males to the top positions. Perhaps ironically, when the number of board members with bachelors degrees is combined with those who hold advanced degrees, little difference is found between the two groups. In fact, boards that hired female superintendents have a greater percentage of members with advanced degrees (25.7%) than those that hired male superintendents (17.0%).

The data further showed that significantly more board members of male superintendents worked as managers or executives compared to boards of female superintendents. Perhaps the explanation provided for the number of board members with bachelor degrees applies to board members who work as managers or executives. Because this study attempted to control for demographic differences, executives promoting males into the top leadership role in the school district has less to do with the region of the state and more to do with board preference.

The data also showed that significantly more spouses of board members who hired male superintendents worked in sales than did the spouses of board members who hired female superintendents. The numbers

of spouses in this category are relatively small, nine total, and probably little should be inferred. Also, data revealed that significantly more spouses of board members who hired female superintendents were classified as "other" than those spouses of board members who hired male superintendents. Of those who listed "other" and provided a description of that occupation, those who hired female superintendents specified that "other" indicated "housewife/houseperson" most often ($n = 26$). The second most frequent answer was "labor" ($n = 5$). The third most frequent answer for this group was "education" ($n = 3$). Of those boards that hired male superintendents, "housewife/houseperson" was listed most frequently ($n = 12$), with postal worker as the only other specified answer ($n = 1$).

This item may have surfaced as significant because the survey question may have been misleading. The age-old question, "Does working in the home 'count' as an occupation?" may have confused board members. An earlier question in the survey asked them to specify the employment status of board members as either employed, retired, or houseperson. The next question concerning occupation was intended for those listed as "employed" in the earlier question. The directions, however, did not make this distinction clear. Thus, the 38 "housepersons" represented under "other" may have skewed the response and corresponding statistics.

Hypothesis V

Null hypothesis V states: There will be no significant difference between the boards that hire male and female superintendents and community information, as measured by the Superintendent Study.

Null hypothesis V was addressed by responses to survey Section V: Community Information, questions 1 to 8. Tables detailing each question's total number of responses to each item, disaggregated responses by gender of superintendents, and related percentages follow. If an item proved statistically significant, the Chi-square value and the significance is noted in the narrative. Table 43 specifies the Professional Staff—Gender Composition. Table 44 defines the Administration—Gender Composition. Table 45 illustrates the number of Neighboring Districts with Female Superintendents. Table 46 ranks the Influence of Women in the Community. Table 47 summarizes the Dominant Political Perspective of the Community. Table 48 establishes the Dominant Political Perspective of the Board. Table 49 specifies the District Type. Table 50 illustrates the Community Description.

TABLE 43

PROFESSIONAL STAFF—GENDER COMPOSITION** (N=62)

% Female to % Male	Female	%	Male	%	Total	%
100 : 0	0	0.0%	0	0.0%	0	0.0%
95 : 5 – 75:25	20	66.6%	15	46.9%	35	56.5%
70 : 30 – 55 : 45	10	33.3%	10	31.3%	20	32.3%
50 : 50 – 40 : 60	0	0.0%	6	18.8%	6	9.7%
≤ 40 : 60	0	0.0%	1	3.1%	1	1.6%

*significant, alpha = .05

Table 43 illustrates the gender composition of the professional staff of the districts that responded to the survey. The majority of districts (56.5%) employ at least 75% female faculty. In districts that hired a female superintendent, an even higher percentage (66.6%) employ at least 75% females, and in all these districts, women were the majority gender. In districts that hired male superintendents, nearly half (46.9%) employed at least 75% female teachers. Clearly, these districts employ more male faculty members than do districts headed by female superintendents. In over a fifth of the districts (21.9%), men occupied at least half the teaching positions.

When Table 43 was analyzed as a whole, the Chi-square value of 7.65 resulted in a significance level of .054 indicating that there is a statistically significant difference in relation to gender of current superintendent and proportion of female professional staff members. Thus, female superintendents were selected in districts with proportionally more women on staff. Perhaps boards that employed larger numbers of females believed that a female CEO provided gender appropriate leadership for the district. Perhaps boards believed there was a better match between a staff and the superintendent if gender was taken into consideration. As the survey attempted to camouflage the gender issue as the major focus of the study, this question was not asked directly.

TABLE 44

ADMINISTRATION-GENDER COMPOSITION** (N=64)

% Female to % Male	Female	%	Male	%	Total	%
100 : 0	8	25.8%	0	0.0%	8	12.5%
95 : 5 – 75:25	2	6.5%	1	3.0%	3	4.7%
70 : 30 – 55 : 45	1	3.2%	6	18.2%	7	10.9%
50 : 50 – 40 : 60	9	29.0%	6	18.2%	15	23.4%
35 : 65 – 20 : 80	7	22.6%	8	24.2%	15	23.4%
15 : 85 – 0 : 100	4	12.9%	12	36.4%	16	25.0%

*significant, alpha = .05

Table 44 illustrates the gender ratio of administrators of the districts that participated in the study. The female to male ratios indicated that the majority (64.5%) of districts with female superintendents work with at least 50% male administrators. Eight districts (25.8%) indicated that all their administrators were women. Some of these districts may employ only one administrator. Of those districts that employed male superintendents, the majority (78.8%) worked with at least 50% or more male administrators. Exactly 10 of these districts indicated that they had no female administrators. Some of these districts may only employ one administrator.

When Table 44 was analyzed as a whole, the Chi-square value of 16.52 resulted in a significance level of .005 indicating that there is a significant difference with regard to gender of the current superintendent and gender of other administrators in the district. The data indicated that districts that employed a greater proportion of female administrators were more likely to

hire a female superintendent. Conversely, districts that employed a greater proportion of male administrators tended to hire male superintendents.

This result may indicate that districts that employed female administrators were satisfied with their work and had confidence in the performance of a female superintendent. It should be noted that with few exceptions, female superintendents in this study replaced male superintendents. See Table 19.

TABLE 45

NEIGHBORING DISTRICTS* WITH FEMALE SUPERINTENDENTS (N=68)

	Female	%	Male	%	Total	%
Zero Females	13	39.4%	18	51.4%	31	45.6%
1 Female	13	39.4%	11	31.4%	24	35.3%
2 Females	5	15.2%	5	14.3%	10	14.7%
3 Females	2	6.1%	1	2.9%	3	4.4%

*Regionally

Table 45 specifies the number of reported female superintendents serving in neighboring districts. No significant difference was found between the two groups. In districts that hired female superintendents, 39.4% indicated that no other neighboring districts employed female superintendents. Of those who hired male superintendents, 51.4% reported that no neighboring districts employed female superintendents. On average, 45.6% reported no female superintendents in neighboring districts. Of the remaining female-hiring boards, 39.4% indicated that one female superintendent worked within the region, 15.2% indicated that two female superintendents existed, and 6.1% indicated three female superintendents

worked within the region. No board indicated more than three female superintendents.

Of the boards hiring male superintendents, 11 boards indicated that one female superintendent existed regionally (31.4%), another five indicated that two female superintendents worked within the region (14.3%), and one board indicated that three superintendents in the region were female (2.9%). Like the other group, no board indicated that more than three female superintendents served schools within the region.

TABLE 46
INFLUENCE OF WOMEN IN THE COMMUNITY
WEIGHTED SCORES* AND RANK BY GENDER (N=68)

	Female Weighted Score*	Rank	Male Weighted Score*	Rank	Total	Rank
Civics/Politics	29	2	41	2	70	2
Business	25		37	3	62	
The Professions	26		34		60	
Philanthropy	25		34		59	
Religion	29	2	34		63	3
Schools	49	1	59	1	108	1

Table 46 indicates the influence women in the community exert on various aspects of society. Weighted scores were assigned to each area indicated above based on the following formula: high influence equaled two points, moderate influence equaled one point, low influence equaled zero

points. Overwhelmingly, both groups indicated that women in the community influence schools more than any other aspect, with schools receiving a weighted score of 49 for boards hiring female superintendents and 59 for boards hiring male superintendents. Little difference was found among the other responses. None of the differences proved statistically significant.

TABLE 47

DOMINANT POLITICAL PERSPECTIVE OF COMMUNITY (N=68)

	Female	%	Male	%	Total	%
Very Liberal	0	0.0%	0	0.0%	0	0.0%
Liberal	3	9.1%	6	17.1%	9	13.2%
Conservative	28	84.8%	29	82.9%	57	83.8%
Very Conservative	2	6.1%	0	0.0%	2	2.9%

Table 47 illustrates the dominant political perspective of the community. Most boards in this study (83.8%) indicated the dominant political perspective in the community as "conservative." More boards that hired male superintendents indicated the dominant political perspective as "liberal" (17.1%) than did boards that hired female superintendents (9.1%). Only two respondents described their community as "very conservative." No significant difference was found between the two groups.

TABLE 48

DOMINANT POLITICAL PERSPECTIVE OF BOARD (N=68)

	Female	%	Male	%	Total	%
Very Liberal	0	0.0%	0	0.0%	0	0.0%
Liberal	2	6.1%	6	17.1%	8	11.8%
Conservative	30	90.1%	27	77.1%	57	83.8%
Very Conservative	1	3.0%	2	5.7%	3	4.4%

Table 48 illustrates the dominant political perspective of the board as indicated by the board president. Of those boards who hired female superintendents, 90.1% described themselves as "conservative," 6.1% described themselves as "liberal," one board, or 3.0% described themselves as "very conservative," and no board described themselves as "very liberal." Of those boards who hired male superintendents, 77.1% indicated their political perspective as "conservative," 17.1% described themselves as "liberal," two boards, or 5.7% indicated their political perspectives as "very conservative," and no board described themselves as "very liberal." No significant difference was found between the two groups.

TABLE 49

DISTRICT TYPE (N=68)

	Female	%	Male	%	Total	%
K - 8	16	48.5%	13	37.1%	29	42.6%
Unit	15	45.5%	16	45.7%	31	45.6%
High School	2	6.1%	6	17.1%	8	11.8%

Table 49 indicates the district type of those boards participating in the study. No significant difference was found between boards that hired female superintendents and those that hired male superintendents concerning district type. Of those boards that hired female superintendents, 48.5% indicated that they served a Kindergarten through eighth grade system, 45.5% indicated they were a unit district, and 6.1% described their district as a high school district. Boards that hired male superintendents indicated that 37.1% served an elementary district, but the majority (45.7%) served unit districts. The smallest number (17.1%) described themselves as a high school district.

TABLE 50
COMMUNITY DESCRIPTION (N=68)

	Female	%	Male	%	Total	%
Rural	20	60.6%	20	57.1%	40	58.8%
Suburban	11	33.3%	15	42.9%	26	38.2%
Urban	2	6.1%	0	0.0%	2	2.9%

Table 50 indicates the description of the community in terms of population density. No significant difference was found between the two groups. Of those boards that hired female superintendents, 60.6% (n = 20) described their community as primarily "rural," 33.3% described the community as "suburban, and 6.1% described it as "urban." Boards that hired male superintendents described themselves primarily "rural" (57.1%), but also indicated that 42.9% would be described as "suburban." No board that hired a male superintendent indicated an "urban" setting.

In summary, null hypothesis V states: There will be no significant difference between the boards that hire male and female superintendents and community information, as measured by the Superintendent Study. This hypothesis is rejected; the data showed that significantly more female superintendents were hired in districts that employed greater numbers of female professional staff and female administrators.

The findings of the data with regard to number of female administrators in the district was an interesting, but perhaps not completely unexpected result. A school district climate that demonstrates confidence in female leadership through roles other than the superintendency would most likely place trust in a female CEO. This study indicated that in districts with significant numbers of female administrators, school boards hired proportionally more female superintendents. Indirectly, this finding may also support research that indicates that more women occupy leadership roles below the superintendency than in previous times. Yet, this study was not designed to examine questions concerning female leadership roles other than the superintendency.

The data concerning the gender of professional staff also proved statistically significant. The results supported the findings discussed above. Districts with greater numbers of female professional staff tended to hire female superintendents more often than male superintendents. Thus, the data indicated that districts with more women in professional roles appeared to prefer the leadership of a female superintendent.

Summary

A survey instrument, the *Superintendent Study Survey*, based on the work of Dr. Margaret Marietti, was adapted by the author to its final form as

shown in Appendix C. The survey was distributed to school board presidents of 40 male superintendents and 40 female superintendents hired during 1994. The sample of board presidents of male and female superintendents was paired by IASA/IASB regions.

Survey respondents were asked to select the answer that most closely reflected the situation in their district at the time the most recent superintendent was hired. They were encouraged to answer every question. The survey, divided into five sections, examined the following:

- Section I —Current Superintendent Information: length of service in the present position, qualifications, compensation, age, race, gender, prior experience, and basis for employment.
- Section II— Selection of the Current Superintendent: the scope of the search, the use of outside consulting firms, the number and gender of qualified applicants, the influence outside groups had on the decision to hire the superintendent, and the most important issues facing the board at the time of hiring.
- Section III—Previous Superintendent Information: gender, age, race, education, tenure in the position, origin as candidate (outside/within the district), reason for leaving the position, quality of performance, board's collective assessment compared to the community's perception of the superintendent's work, strengths and weaknesses.
- Section IV—Board Member Demographic Profile: number of members, gender, race, age, education, marital status, number of children currently in district, employment status, occupations/professions of employed members,

occupations/professions of spouses, income level, and length of service as a board member.

- Section V— School and Community Information: percent female and male staff members, percent female and male administrators, number of neighboring districts with female superintendents, size, type of district, and political orientation of community, influence of women in the community in relation to civics/politics, business, professions, philanthropy, religion, and schools.

When the completed surveys were returned, the data was compiled and analyzed. First, frequency tables based on the total sample were developed for each survey item. Following this descriptive analysis of the total sample, two-way contingency tables were set up for each item by gender of the current superintendent to establish frequencies. Next, categories were combined where appropriate to eliminate empty or almost empty cells in the table. Finally, Chi-square tests were performed to distinguish within which items gender differences were occurring.

The results for the total sample indicated that boards that hired male and female superintendents were significantly different in four of the five survey areas: Current Superintendent Information, Selection of the Current Superintendent, Board Member Information, and Community Information.

In Section I, board members' responses indicated that male superintendents had served as school principals significantly more than female superintendents and female superintendents were listed more frequently as having served as classroom teachers.

In Section II, board members indicated that those who hired female superintendents tended to include women in the final rounds more often than in districts that hired male superintendents.

In Section IV, boards of male superintendents, according to the data, held proportionally more bachelors degrees and worked significantly more as managers and executives compared to boards that hired female superintendents. Spouses of school board members who hired male superintendents proportionally worked more in sales than did their female hiring counterparts. Occupations of spouses of board members who hired female superintendents were listed significantly more often as "other."

In Section V, boards that hired female superintendents tend to have proportionately more females as administrators and as professional staff compared to school districts lead by male superintendents.

In Section III, no significant differences in terms of Previous Superintendent Information were found. In other words, boards that hired male and female superintendents did not report significant differences in terms of the information related to the superintendent being replaced. This lack of variance could be due to controlling the sample demographically and the general characteristics of superintendents up to 1994: white, married, middle-aged, Protestant males (Glass, 1992).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V begins with a discussion of the problem and the purpose for the study. The hypotheses are then detailed and the instrument explained. A summary of the analysis of the data is followed by major findings of this study. The chapter concludes with implications for practice and recommendations for further study.

The Problem

Many dissertations have been written and much research has been conducted regarding the effectiveness of women in school leadership and the characteristics of effective superintendents, mostly male superintendents. More recent studies have been done concerning the reasons school boards gave for hiring a female superintendent. In a study conducted by Linda Wesson and Marilyn Grady they concluded that "women superintendents have been hired to be change agents and consensus builders, and both urban and rural superintendents are finding a lot of success in their jobs." With a rapid increase in female superintendents in Illinois rising from 33 in 1992 to an all-time high of 83 in 1994, little analysis has been done concerning the school boards who hire them.

The most significant and recent research done concerning school boards' hiring superintendents, especially females, was conducted in 1991 by

Dr. Margaret Diane Marietti. In this study, the researcher surveyed 114 school boards in 19 western states. This dissertation, completed in 1992 at Arizona State University, concluded that school boards that hire women are generally better educated, occupy higher status jobs, and earn higher incomes than their male-hiring school board counterparts. Also, while male majority boards hire the most female superintendents, on a percentage basis, female majority boards do so more often. This Loyola study directly measured the accuracy of this conclusion in Illinois for selected superintendents hired during 1994 as well as other factors that influence the hiring of a superintendent.

The Purpose

The purpose of this study was to analyze preferences, characteristics, and practices of Illinois school boards that hired female superintendents during 1994 and compare them to Illinois school boards from the same regions of the state that hired male superintendents during the same year. The study also examined the internal and external influences on the boards at the time of hiring the superintendent. Data were collected through surveys completed by the board president, or a board member who served during the time the current superintendent was hired. The sample size consisted of 80 board presidents. Data collected from the survey were analyzed for correlation of survey item to the gender of the superintendent hired. Finally, the significance of the correlation was determined.

The Hypotheses

The researcher assumed the following null hypotheses:

1. There will be no significant difference between the boards that hired male and female superintendents and current superintendent information, as measured by the Superintendent Study Survey.
2. There will be no significant difference between the boards that hired male and female superintendents and selection process of the current superintendent, as measured by the Superintendent Study Survey.
3. There will be no significant difference between the boards that hired male and female superintendents and previous superintendent information, as measured by the Superintendent Study Survey.
4. There will be no significant difference between the boards that hired male and female superintendents and board member information, as measured by the Superintendent Study Survey.
5. There will be no significant difference between the boards that hired male and female superintendents and community information, as measured by the Superintendent Study Survey.

The Instrument

The researcher obtained permission from Dr. Margaret Marietti of Phoenix, Arizona to use and modify her instrument, *The Superintendent Study Survey*. The survey was validated and revised with feedback provided by three acting superintendents, three school board members, and the dissertation committee. The draft version was field tested by five board members who evaluated the questions and determined the length of time to

complete the survey. Their suggestions were incorporated to eliminate possible confusion of respondents. A representative from the Illinois Association of School Administrators and a field representative from the Illinois Association of School Boards analyzed the questions and provided suggestions for revision based on their knowledge of their constituents.

The survey was distributed to school board presidents of 40 male superintendents and 40 female superintendents hired during 1994. The sample of board presidents of male and female superintendents was paired by IASA/IASB regions.

Survey respondents were asked to select the answer that most closely reflected the situation in their district at the time the most recent superintendent was hired. They were encouraged to answer every question. The survey, divided into five sections, examined the following:

- Section I —Current Superintendent Information: length of service in the present position, qualifications, compensation, age, race, gender, prior experience, and basis for employment.
- Section II— Selection of the Current Superintendent: the scope of the search, the use of outside consulting firms, the number and gender of qualified applicants, the influence outside groups had on the decision to hire the superintendent, and the most important issues facing the board at the time of hiring.
- Section III—Previous Superintendent Information: gender, age, race, education, tenure in the position, origin as candidate (outside/within the district), reason for leaving the position, quality of performance, board's collective assessment compared to the community's perception of the superintendent's work, strengths and weaknesses.

- Section IV—Board Member Demographic Profile: number of members, gender, race, age, education, marital status, number of children currently in district, employment status, occupations/professions of employed members, occupations/professions of spouses, income level, and length of service as a board member.
- Section V— School and Community Information: percent female and male staff members, percent female and male administrators, number of neighboring districts with female superintendents, size, type of district, and political orientation of community, influence of women in the community in relation to civics/politics, business, professions, philanthropy, religion, and schools.

Data Analysis

When the completed surveys were returned, the data were compiled and analyzed. Sixty-eight surveys were used in the study for a return rate of 85%. First, frequency tables based on the total sampled were developed for each survey item. Following this descriptive analysis of the total sample, two-way contingency tables were set up to obtain each item by gender of the current superintendent to establish frequencies. Next, categories were combined where appropriate to eliminate empty or almost empty cells in the table. Third, correlation matrices were developed to investigate which, if any, variables were significantly related to the gender of the current superintendent. Finally, where significant correlation occurred, Chi-square tests were performed to distinguish between which levels of the related item the gender differences were occurring.

Conclusions

The results for the total sample indicated that boards who hired male and female superintendents were significantly different in four of the five survey areas: Current Superintendent Information, Selection of the Current Superintendent, Board Member Information, and Community Information. Based on the data, the following conclusions can be made:

1. Female candidates for the superintendency were interviewed in the final round significantly more frequently by boards that hired female superintendents compared to boards that hired male superintendents.
2. Male superintendents served as school principals significantly more than female superintendents and female superintendents were listed more frequently as having served as classroom teachers.
3. Boards that hired males superintendents, according to the data, held proportionally more bachelors degrees and worked significantly more as managers and executives compared to boards that hired female superintendents.
4. Spouses of school board members who hired male superintendents proportionally worked more in sales than did their female hiring counterparts. Occupations of spouses of board members who hired female superintendents were listed significantly more often as "other."
5. Boards that hired female superintendents tended to have proportionally more females as administrators and professional staff compared to school districts lead by male superintendents.

6. The playing field for male and female superintendents, when examined regionally, appeared fairly level in terms of the hiring process and the information related to the previous superintendent.

There were no significant differences in terms of the Previous Superintendent Information. In other words, boards that hired male and female superintendents did not report significant differences related to the superintendent being replaced. This lack of variance could be due to controlling the sample demographically and the characteristics of the majority of superintendents nationally in 1994.

Implications for Practice

This study revealed that when demographic differences were controlled, male and female superintendents had very similar professional backgrounds, were hired through similar processes, face substantially the same problems, replaced the same type superintendent, and worked with the same type of board and community. The significant differences noted in this study indicated that women may follow a non-traditional path in school leadership that culminates in the superintendency. Yet, women were still perceived as having worked as classroom teachers more often than male superintendents, even though most all superintendents worked in these positions early in their careers. Also, school boards whose members held bachelors degrees and/or worked as executives and managers tended to hire male superintendents. This finding indicated that the male preference of hiring people similar to themselves (other white males) was still alive and well in 1994. It should be noted, however, that boards that hired female

superintendents held proportionately more advanced degrees. Finally, female candidates for the superintendency appeared to have difficulty breaking into the final round of interviews. This obstacle to employment was significant for female candidates in Illinois in 1994.

This study indicated that the playing field in school administration became more level, or at least had fewer cliffs in 1994. It is hoped that school board members responsible for selecting superintendents will continue to expand their search to include women in equal proportion to men.

Also, women should be encouraged by the results of this study. Unlike previous research, this study indicated that women were hired for substantially the same reasons as men and were paid a similar salary. Perhaps women need to increase their contacts and network with other power brokers who can assist them in becoming a finalist in their bid for superintendents' positions. Once in the final round, women appear to "hold their own" as they embrace many of the same characteristics and priorities as their male counterparts. As the pool of highly-qualified female candidates increases, the ranks of the superintendency should be occupied by greater numbers of women in the State of Illinois.

Recommendations for Further Study

Recommendations for further study include:

1. If this study were replicated on a larger sample group, how would the results compare?
2. How do all superintendents in Illinois compare to the ones used in this study?

3. After five years, how have these male and female superintendents performed in their positions?
4. Using qualitative methods, how do male and female superintendents' perceptions of these aspects compare to that of their school boards?
5. How do faculty perceptions of the hiring of the superintendent compare to those of the school board?
6. How do faculty perceptions of the hiring of the superintendent compare to those of the superintendent?
7. How do community members' perceptions of the hiring of the superintendent compare to those of the school board?
8. How do community members' perceptions of the hiring of the superintendent compare to those of the superintendent?

APPENDIX

Camelback High School
4612 North 28 St.
Phoenix, AZ. 85016
(602) 271-2281

APPENDIX A

Principal
Dr. Thomas Budde

November 18, 1994

To Whom It May Concern:

This is to verify that I have spoken with Ms. Sandra Martin and have granted her permission to use the survey instrument I developed for my dissertation. She further has permission to modify it as needed. Please feel free to contact me if you require further information.

Sincerely,

A handwritten signature in cursive script that reads "Maggie Marietti".

Maggie Marietti, Ed.D.
Assistant Principal

APPENDIX B

Illinois Association of School Boards

Please reply to:

HEADQUARTERS ☐
430 East Vine Street
Springfield, Illinois 62703-2236
217/528-9688
217/528-9679 (automated)
Fax: 217/528-2831

REGIONAL OFFICE ☐
200 West 22nd Street, Suite 249
Lombard, Illinois 60148-6483
708/629-3776
Fax: 708/629-3940

OFFICERS
Stanton E. Morgan, President
Jay Tavian, Vice President
Joy Talsma, Treasurer
Robert D. Reich, Immediate Past President
Wayne L. Sampson, Executive Director

April 4, 1995

Name
Address
City, State, Zip

Dear Board Member:

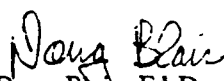
Sandra Martin, a doctoral student at Loyola University and an Illinois administrator, is conducting a survey of Illinois School Boards and their hiring of superintendents. I would like to encourage you to complete the enclosed survey and return it to Ms. Martin in the next week.

Why am I encouraging you to participate? Briefly, the results of this research will add to our knowledge about the current hiring practices of Illinois Boards. This information will provide new insights to our practices and may help the IASB to serve you better.

Most importantly, as citizens committed to improving education in Illinois, it seems natural that we support educators who are completing advanced degrees. The survey should take less than twenty minutes to complete and the results will remain strictly anonymous. You may receive the compiled results by completing the last portion of the survey.

Please complete the attached survey as soon as possible and mail in the envelope provided. Thank you for your assistance.

Sincerely,


Doug Blair, Ed.D.
Senior Field Service Director

DPB/csb

Enclosures

APPENDIX C

Superintendency Study

Please answer each of the questions below by selecting the answer that most closely reflects the situation in your school district. Please attempt to answer every question. Thank you for taking time to complete and return this survey.

Current Superintendent Information:

1. How long has the current Superintendent held the position with your district?
☐ more than 5 years
☐ 5 years
☐ 4 years
☐ 3 years
☐ 2 years
☐ 1 year
☐ less than 1 year
2. What is the Superintendent's highest degree?
☐ Masters
☐ Specialists (CA's or ED's)
☐ Doctorate
3. During the 1994-95 school year, our Superintendent received the following salary (as reported to TRS):
☐ Less than \$50,000
☐ \$50,000 - \$60,000
☐ \$61,000 - \$70,000
☐ \$71,000 - \$80,000
☐ \$81,000 - \$90,000
☐ \$90,000 - \$100,000
☐ \$101,000 - \$110,000
☐ \$111,000 - \$120,000
☐ \$121,000 - \$130,000
☐ More than \$130,000
4. The age of the current Superintendent is:
Under 30
☐ 30 - 35
☐ 36 - 40
☐ 41 - 45
☐ 46 - 50
☐ 51 - 55
☐ 56 - 60
☐ Over 60

5. The race of the current Superintendent is:

- ☐ Caucasian
- ☐ Black
- ☐ Hispanic
- ☐ Asian
- ☐ Native American
- ☐ Other (Please specify _____)

6. The gender of the current Superintendent is:

- ☐ Male
- ☐ Female

7. The current Superintendent was hired from:

- ☐ Within the District
- ☐ Another Illinois District
- ☐ Outside the State

8. The current Superintendent had the following years of experience as a **school Superintendent prior** to his/her coming to this district:

- ☐ No experience as a Superintendent
- ☐ Interim experience as a Superintendent
- ☐ 1 - 5 years experience
- ☐ 6 - 10 years experience
- ☐ 11 - 15 years experience
- ☐ 16 - 20 years experience
- ☐ More than 20 years experience

9. The current Superintendent served in the following positions during his/her career (**check as many as apply**):

- ☐ Assistant Superintendent
- ☐ Other District Administrative Position
(Business Manager, Curriculum & Instruction, Director, etc.)
- ☐ School Principal
- ☐ School Assistant Principal
- ☐ Dean of Students
- ☐ Classroom Teacher
- ☐ Do not know.

10. The current Superintendent was hired based on the following (**Please rank the top three, with #1 as the most important factor.**)

- ☐ Personal Characteristics (Communication Skills, etc.)
- ☐ Change Agent
- ☐ Continuity/Maintain Current Direction
- ☐ Instructional Leader
- ☐ Financial Management
- ☐ Collaboration and Consensus Building Skills
- ☐ Leadership Skills in General (Collaborative)
- ☐ Management Skills in General (Directive)
- ☐ Specific Task (Please name _____)
- ☐ Other (Please name _____)

Selection of the Current Superintendent:

1. Did you use an outside consultant in the search for the current Superintendent?

- ☐ Yes
- ☐ No

2. If you used an outside consultant, was the person(s) from

- ☐ A School Board Association
- ☐ Regional Superintendent
- ☐ A University/Professor
- ☐ A Private Consulting Service
- ☐ Other (Please specify _____)

3. The search for the Superintendent was conducted:

- ☐ Nationally
- ☐ Regionally
- ☐ Locally

4. Number of applicants interviewed in the final round:

- ☐ Male
- ☐ Female

5. In your final choice of a Superintendent, how much influence did each of the following groups or individuals have:

	Great	Some	None
Current Board	_____	_____	_____
Former Board	_____	_____	_____
Teachers	_____	_____	_____
Administrators	_____	_____	_____
Classified Staff	_____	_____	_____
Community	_____	_____	_____
Parents	_____	_____	_____
Students	_____	_____	_____
Religious Groups	_____	_____	_____
Political Groups	_____	_____	_____
Other	_____	_____	_____

(Please specify _____)

6. Of the following, please rank the 3 most important issues (with #1 as the most important) facing the Board at the time the current Superintendent was hired:

- _____ Student Discipline
- _____ Declining Enrollment
- _____ Student Achievement
- _____ Cultural and Human Relations
- _____ Site-based Management
- _____ Curriculum and Instruction
- _____ At-risk Students
- _____ Accountability
- _____ Teachers' Union
- _____ Finances
- _____ School Reform
- _____ Growth in the District
- _____ Parents
- _____ Other

7. Of the issues selected in question 7, which, if any, were negotiated or compromised in order to make a selection of the superintendent?

8. The formal Board vote for the current Superintendents was:

_____ #Female Board Members For
 _____ #Female Board Members Against
 _____ #Male Board Members For
 _____ #Male Board Members Against

Previous Superintendent Information:

1. The gender of district's previous Superintendent was:

_____ Male
 _____ Female

2. The age of the previous Superintendent was:

Under 30
 _____ 30 - 35
 _____ 36 - 40
 _____ 41 - 45
 _____ 46 - 50
 _____ 51 - 55
 _____ 56 - 60
 _____ Over 60

3. The race of the previous Superintendent was:

_____ Caucasian
 _____ Black
 _____ Hispanic
 _____ Asian
 _____ Native American
 _____ Other (Please specify _____)

4. What was the previous Superintendent's highest degree?

_____ Bachelors
 _____ Masters
 _____ Doctorate

5. How long did the previous Superintendent hold the position with your district?
- ☐ more than 10 years
☐ more than 6 years
☐ 4 - 6 years
☐ 1 - 3 years
6. The previous Superintendent was hired from:
- ☐ Outside the District
☐ Within the District
7. The previous Superintendent left the position because:
- ☐ Retired
☐ Accepted a position in another district
☐ Relieved of duties/Assigned to other duties
☐ Fired
☐ Resigned
☐ Left education for another profession
☐ Other (Please specify _____)
8. The quality of the previous Superintendent's work:
- ☐ Exceeded our expectations
☐ Met our expectations
☐ Fell short of our expectations
☐ Other (Please specify _____)
9. The Board's perception of the previous Superintendent was in agreement with the perception of most community members:
- ☐ Yes
☐ No
☐ Don't Know
10. If you chose "No" in question #9, how did the perceptions differ?
- _____

11. Please select the three most important strengths of the previous Superintendent:

- ☐ Personal Characteristics (Communication Skills, etc.)
- ☐ Change Agent
- ☐ Continuity/Maintain Current Direction
- ☐ Instructional Leader
- ☐ Financial Management
- ☐ Collaboration and Consensus Building Skills
- ☐ Leadership Skills in General (Collaborative)
- ☐ Management Skills in General (Directive)
- ☐ Ability to work with the Board
- ☐ Specific Task (Please name _____)
- ☐ Other (Please name _____)

12. Please select the three greatest weaknesses of the previous Superintendent:

- ☐ Personal Characteristics (Communication Skills, etc.)
- ☐ Change Agent
- ☐ Continuity/Maintain Current Direction
- ☐ Instructional Leader
- ☐ Financial Management
- ☐ Collaboration and Consensus Building Skills
- ☐ Leadership Skills in General (Collaborative)
- ☐ Management Skills in General (Directive)
- ☐ Ability to Work with the Board
- ☐ Specific Task (Please name _____)
- ☐ Other (Please name _____)

13. The gender of district's last three Superintendents was:

- ☐ Number of Male
- ☐ Number of Female

Board Members Information:

Please complete the following information about the Board who hired this superintendent, including yourself. This information will be used to develop a profile of the respondents to this survey. Please answer each of the questions below by selecting the answer that most closely reflects your Board. Please attempt to answer every question. All information is confidential.

1. Total number of Board Members:
 _____7 _____ Other (Number _____)

2. Gender of Board Members:
 _____number of Male
 _____number of Female

3. Race of Board Members:
 _____Caucasian
 _____Black
 _____Hispanic
 _____Asian
 _____Native American
 _____Other (Please specify _____)

4. Age of Board Members:
 _____number of 21 - 35
 _____number of 36 - 45
 _____number of 46 - 65
 _____number of Over the age of 65

5. Highest Educational Level Achieved by Board Members:
 _____number of High School Graduate
 _____number of Some College
 _____number of College Graduate (Bachelors Degree)
 _____number of Advanced Degree (Masters or Doctorate)

6. Marital Status of Board Members:
 _____number of Married
 _____number of Not Married

7. Board Members with Children Currently in District:
 _____number of No children currently in school district
 _____number of One or more children in school district

8. Employment of Board Members:
 _____number of Employed
 _____number of Retired
 _____number of Houseperson

9. Occupations/Professions of Employed Board Members (Represent each Board Member once):

- _____ number of Professional/Semi-professional
- _____ number of Managers/Executives
- _____ number of Self-employed/Business Owners
- _____ number of Sales
- _____ number of Clerical and Related
- _____ number of Trades and Crafts
- _____ number of Farming
- _____ number of Don't Know
- _____ number of Other (Please specify _____)

10. Occupations/Professions of Spouses of Board Members:

- _____ number of Professional/Semi-professional
- _____ number of Managers/Executives
- _____ number of Self-employed/Business Owners
- _____ number of Sales
- _____ number of Clerical and Related
- _____ number of Trades and Crafts
- _____ number of Farming
- _____ number of Don't Know
- _____ number of Other (Please specify _____)

11. Income Level of Board Members:

- _____ number of Under \$25,000
- _____ number of \$25,000 - \$35,000
- _____ number of \$36,000 - \$50,000
- _____ number of \$51,000 - \$75,000
- _____ number of Over \$75,000

12. Length of Service as Board Members:

- _____ number of 1 - 2 years
- _____ number of 3 - 4 years
- _____ number of 5 - 6 years
- _____ number of 7 - 8 years
- _____ number of More than 8 years

Community Information:

Within your community, various organizations, persons, and issues affect the decisions of the Board of Education. Please answer the following questions:

1. The professional staff in this district consists of approximately:

_____ % Female Teachers

_____ % Male Teachers

_____ % Female Administrators

_____ % Male Administrators

2. The gender of the professional staff has changed in the past 2 years by:

_____ % Increase in Female Employees

_____ % Decrease in Female Employees

_____ Has Remained Relatively Constant

3. Number of neighboring districts (regionally) with female Superintendents:

_____ #

4. Influence of women in the community:

High

Moderate

Low

Civics/Politics

Business

The Professions

Philanthropy

Religion

Schools

5. Generally speaking, the dominant political perspective of the community is:

_____ Very Liberal

_____ Liberal

_____ Conservative

_____ Very Conservative

6. Generally speaking, the Board's political perspective is:

- ☐ Very Liberal
☐ Liberal
☐ Conservative
☐ Very Conservative

7. Our type district is:

- ☐ K - 8
☐ Unit
☐ High School

8. Our community would be described as:

- ☐ Rural
☐ Suburban
☐ Urban

Thank you very much for taking the time to complete and return this survey. If you would like to provide any additional information about the selection of your current superintendent, please feel free to do so here or on an attached sheet. The confidentiality of your answers is of the utmost importance to this research and will be protected.

OPTIONAL:

Name of Person Completing the Questionnaire: _____

Position on the Board: _____

Telephone Number: _____

Would you like a copy of the results? ☐ Yes ☐ No

Address _____

Thank you very much for completing this survey. The quality of my research will be directly tied to the quality of the responses I receive.

I would greatly appreciate your returning the completed survey in the enclosed envelope as soon as possible. I hope to compile this information during mid-February. Every response is important to the study. Thank you again for your participation.

APPENDIX D

Sandra L. Martin

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305 Brooks Avenue
Joliet, IL 60435
9 February 1995

Dear Board President:

About two weeks ago you received a survey and cover letter from the Illinois Association of School Boards. If you completed and returned the survey, please accept my sincere thanks. If you have been unable to answer the survey, I urge you to do so as soon as possible.

Surveys were mailed to a very select group of school board presidents. In order for my dissertation to have statistical integrity, I must have a very high rate of return. If you need another copy of the survey and the return envelope, please call me at (815) 723-0196 and I will mail you one immediately. If you have any questions about the survey, please call me. Also, you may FAX me your response at (708) 451-3170.

Again, your identity and responses are strictly confidential. The compiled results should prove enlightening to school boards and administrators alike.

I hope you can find time in your busy schedule to complete the survey in the next week. I greatly appreciate your participation.

Sincerely,

Sandra Martin
Doctoral Candidate
Loyola University of Chicago

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APPROVAL SHEET

The dissertation submitted by Sandra Lee Martin has been read and approved by the following committee:

Dr. L. Arthur Safer, Director
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The final copies have been examined by the director of the dissertation, and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements of the degree of Doctor of Education.

Nov 7, 1995

Date



Director's Signature